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ABSTRACT

Phase III of a five-phase project which has implications for the improvement of instructional programs in Mississippi's elementary and secondary schools is described. In phase III, specifically stated objectives or competencies in language arts, designed to accomplish the educational objectives stated in phase II, are cataloged. Fourteen sections are presented: twelve sections contain those skills expected of students in a particular grade of language arts instruction, from 1 to 12; and two sections cover creative writing and world literature. The processes involved in developing these competency lists are briefly described.
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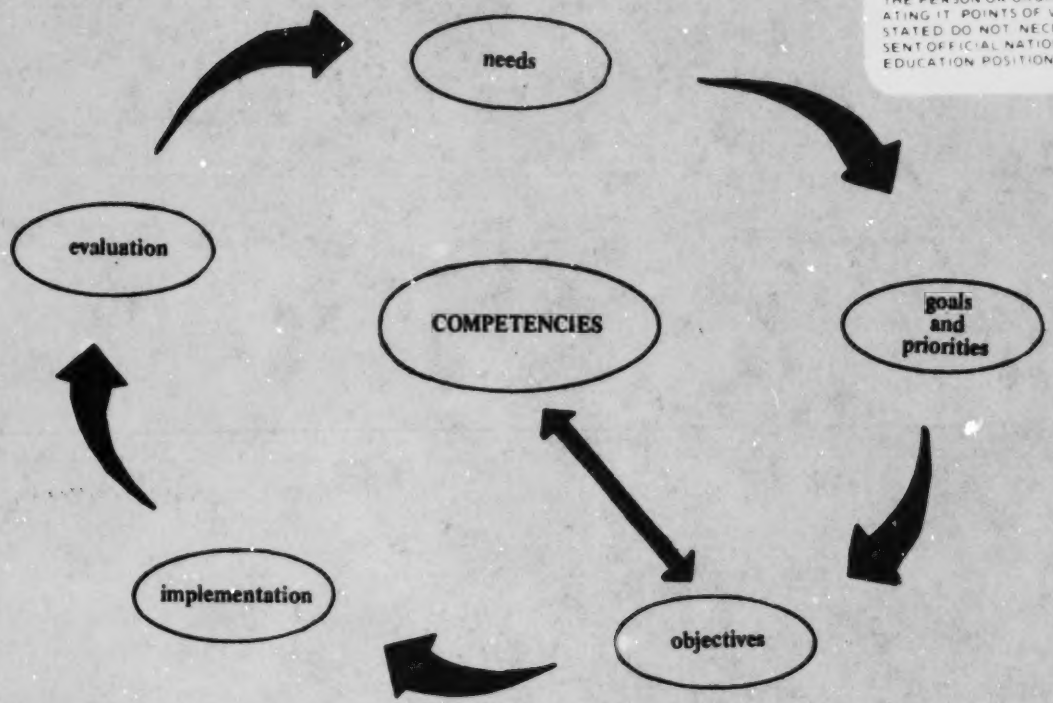

THE MISSISSIPPI CATALOG OF COMPETENCIES FOR PUBLIC ELEMENTARY AND SECONDARY LANGUAGE ARTS

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THE MISSISSIPPI CATALOG OF COMPETENCIES FOR PUBLIC ELEMENTARY AND SECONDARY LANGUAGE ARTS

Directed by

Office of Planning and Evaluation
Mississippi State Department of Education
Post Office Box 771
Jackson, Mississippi 39205

September, 1975

Garvin H. Johnston, Ed.D., State Superintendent of Education

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PUBLIC ELEMENTARY AND SECONDARY

LANGUAGE ARTS

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FOREWORD

Identifying the specific expectations of pupils by the time a year of study in a selected subject field is completed is an important task in the development of a Continuing Plan for Education in Mississippi. This study is addressed specifically to the field of language arts and is designed to facilitate the achievement of the number one ranked goal which was for public elementary and secondary students to acquire cognitive achievement in the basic academic skills and/or the basic vocational-technical skills.

Sincere appreciation is expressed to all of the professional educators who willingly cooperated by responding to special requests for information concerning the development of a catalog of language arts competencies for public elementary and secondary education in Mississippi. Your response has made this project very much worthwhile.

G. H. Johnston, Ed.D.
State Superintendent of Education

ACKNOWLEDGEMENTS

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Chapter I

INTRODUCTION

The State Department of Education through the Office of Planning and Evaluation has undertaken a mammoth multiyear project that has strong implications for the improvement of the instructional programs in the elementary and secondary schools of Mississippi. The project is divided into five major phases which include assessing needs, setting goals and priorities based upon the identified needs, developing specifically stated objectives to accomplish the identified goals, evaluating the results based upon the developed objectives and recycling the procedure. The idea for the "Continuing Plan for Education in Mississippi" was conceived through the combined efforts of individuals representing each of the divisions and major programs within the State Department of Education. The implementation of the idea is now in the third phase.

Phase One: Needs Assessment

During 1972 educational needs for the public elementary and secondary schools of Mississippi were systematically identified. Evidence was accumulated to justify the identification of each need item. The major sources used to determine the statewide educational needs included the following: (1) an inventory was conducted among 3,990 individuals through a 276-item, seven-page questionnaire; (2) results from achievement tests were analyzed; (3) selective service information was utilized; and (4) statistical data compiled within the State Department of Education were synthesized.

Phase Two: Goals and Priorities

During 1973 a list of potential goal statements was developed for the public elementary and secondary schools of Mississippi by combining the previously identified need items into broad categories. School board members, superintendents, principals, teachers, students, parents, higher education personnel, legislators, business and industry managers, and educational organizational leaders were involved in the process of adopting and ranking the goal statements. Resulting from the study were thirty-four goals for the public elementary and secondary schools of Mississippi which were ranked in an order of priority. The goal ranked highest was for students "to acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)."

Phase Three: Objectives

Phase three of the "Continuing Plan for Education in Mississippi" represents the development of specifically stated objectives designed to accomplish the adopted goals which resulted from phase two. Objectives, in this reference, are defined as precise descriptions of an educational goal which contain at least one component of each of six variables determined by answering each of the following questions: (1) of whom is the behavior or performance expected; (2) what behavior is desired or expected to occur; (3) to what activity will the behavior be related; (4) how will the change in behavior be specifically measured; (5) what period of time is needed to effect the expected change in behavior; and (6) to what proficiency level is the change in behavior expected.

One part of the third phase of the comprehensive plan for public elementary and secondary education in Mississippi is the development of a catalog

composed of competencies (precise expectations of students) for each of the grade levels and subject areas in the field of language arts for students taught in the public schools of Mississippi. Therefore, this study is a part of phase three of the "Continuing Plan for Education in Mississippi."

Purpose

The purpose of this study was to develop a catalog containing listings of precise competencies that students enrolled in the public elementary and secondary schools of Mississippi are expected to achieve by the time a particular grade level or subject area in the field of language arts is completed.

Significance of Study

A disturbing observation is that many local districts attack the complex problem of curriculum development independently. One cannot help reflecting on the mammoth duplication of efforts involved. The project, to develop a catalog of competencies for the various disciplines of language arts which are taught in the public schools of Mississippi, offers a possible alternative to this duplication. Utilizing the resources of the professional language arts teachers in the public schools of Mississippi, the State Department of Education has attempted to provide each local district with a complete listing of competencies for each of the grade levels and subject areas taught in language arts. Therefore, the efforts and thoughts of thousands of teachers can be utilized in a type of synergistic convergence. This is not to suggest that any set of competencies should be viewed as the answer to an individual district's curricular problem but rather the efforts of others offer a convenient point of departure and may serve to stimulate diverse opinions about the direction of curricular thrusts within the individual districts. The words of Sir Isaac Newton seem appropriate: "If I have seen further, it is by standing upon the

shoulder of giants." The compiled listings of competencies will be the combined efforts of numerous individuals and even then they may be but the shoulder on which others may stand.

The language arts competencies listed within this booklet are intended to be exhaustive. No one class of students or even an individual student should be expected to achieve all of those listed.

The potential use of the final draft of a catalog of competencies in language arts is infinite. Included among the most obvious uses are the following: (1) teachers, students, parents, and other interested individuals can better know what achievement is expected by the time a particular grade level or subject area in language arts is completed; (2) in a classroom, in a school, in a district, or in the state the progress of students in the field of language arts can be evaluated on a more uniform basis; (3) a language arts catalog of competencies can aid in the development of curriculum guides, lesson plans, and measurement samples; (4) the language arts catalog can serve as a guide for a more extensive listing of competencies which are unique to a particular district, school, classroom, or individual; (5) the catalog of competencies can aid in the individualization of the language arts program; (6) when the expectations of students in a given field of study are known, the accountability concept can be more easily implemented; and (7) the language arts catalog of competencies can be utilized in the supervision of language arts programs.

Chapter II

PROCEDURE

The procedure for developing a catalog of competencies in the field of language arts has involved many individuals. A brief explanation of the procedures for this study is presented in the subsections below.

Involvement of Personnel from the State Department of Education

The schedules of all individuals within the State Department of Education who directly or indirectly had responsibilities with the language arts education program were coordinated to provide time for those individuals to conduct various functions which led to the development of the language arts catalog of competencies. The coordination process was conducted by the personnel from the Office of Planning and Evaluation.

Identification of Grade Levels and Subject Areas

To identify the specific grade levels and subject areas in the field of language arts for which competencies could be enumerated, the language arts supervisor from the State Department of Education and personnel from the Office of Planning and Evaluation utilized two major sources: (1) a computer printout which listed the names of the various courses offered in the public elementary and secondary schools of Mississippi, the number of schools offering those courses, and the total number of students enrolled in each course; and (2) a listing of approved language arts course offerings which appeared in the Mississippi "Standards for Accreditation of Elementary and Secondary Schools." Ultimately, fourteen grade levels and subject areas were selected for inclusion in the final catalog.

Initial Development of Proposed Language Arts Competencies

To obtain an initial listing of proposed competencies for each of the grade levels and subject areas in the field of language arts, the superintendents from each of the 150 local school districts were requested (see appendix A) to nominate their most outstanding language arts teachers. A special nomination form (see appendix A) was provided with the request. Additional nominations were supplied by the language arts supervisor from the State Department of Education. After the nominations were grouped by grade levels and subject areas, the language arts supervisor selected committees consisting of five members for each committee and representing each of the grade levels and subject areas in the field of language arts. A chairman for each committee of teachers was appointed by the state language arts supervisor. A letter (see appendix B) was mailed to each superintendent from whose district a teacher was selected. The purpose of the letter was to provide information about the proposed work conference. After notifying the superintendents, an invitation (see appendix C) was extended to each selected individual seeking the participation of that person in the proposed work conference. A memorandum (see appendix D) was sent to all who accepted the invitation to participate acknowledging their acceptance and supplying them with pertinent information about the work conference.

Language Arts work conference. An agenda was developed (see appendix E) for a three-day language arts work conference which was held at the Universities Center in Jackson, Mississippi for the selected language arts teachers to begin identifying and organizing the proposed language arts competencies. After an opening general session with all participants, the language arts teachers were divided into their pre-determined committees. Each committee represented a specific grade level or subject area in language arts and was charged with the

responsibility of first developing a comprehensive topical outline which encompassed a year of study in that particular grade level or subject area. After the topical outline was developed, each group of language arts teachers was then charged with identifying and listing under the appropriate topic the competencies expected of students enrolled in that particular level or subject.

Activities immediately following the work conference. The three-day work conference proved to be too little time to develop a complete list of proposed competencies for each grade level and subject area in the field of language arts. Therefore, the participants of the work conference were given additional time following the conference to work individually to exhaust all resources available to them which would result in the completion of their assigned tasks. After that time, the chairman of each committee, respectively, collected the resulting competencies, organized them into a consistent form, and sent them to the State Department of Education.

Refinement of Proposed Competencies

After receiving from the chairmen of the various committees the lists of identified competencies, personnel within the State Department of Education reviewed each list for organizational, grammatical, typographical, and content errors. Each of the fourteen lists was next typed, printed, and prepared for distribution to all public school districts in Mississippi where, hopefully, each public elementary and secondary language arts teacher in the state was given the opportunity to react to the proposed competencies.

Distribution of Proposed Competencies

The distribution of the proposed competencies for the reactions of the public elementary and secondary language arts teachers of Mississippi was

accomplished by first sending to the superintendents of local school districts through parcel post the appropriate materials for the schools or attendance centers within the respective districts. A letter (see appendix F) accompanying the materials and providing directions to the superintendents was attached to each district's package. Each superintendent was instructed to make a further distribution of the materials which were bound and labeled by attendance center within that district. A letter (see appendix G) accompanied the materials for each attendance center and provided directions to the principal for a further distribution to the appropriate language arts teachers within that school. A sample packet of materials for level one including the directions for assessing the proposed competencies is included in appendix H. Similar packets were available for each of the other grade levels and subject areas of language arts. If the requested materials had not been returned to the State Department of Education within a specified period of time, a second letter (see appendix I) was mailed to the superintendents of those districts from which no representation had been received.

The proposed competencies in language arts were also distributed to the deans of the schools of education in the institutions of higher learning in Mississippi. A request (see appendix J) was made that the subject area specialists from these institutions of higher learning be given an opportunity to react to the proposed competencies.

Reaction to Proposed Competencies

Language Arts teachers were asked to react to the proposed competencies in three ways as follows: (1) indicate agreement or disagreement with each competency as a desirable expectation of the students you teach in the represented grade level or subject area (when more than one teacher teaches the

same grade level or subject area in a given school, a consensus of opinions should be reflected); (2) suggest revision of stated terminology or content of the listed competencies; and (3) insert additional competencies that you feel should be included. After completing these tasks, the language arts teachers were instructed to return the completed materials to their respective principals, and the principals were requested to collect the materials and return them directly to the State Department of Education.

Response

As indicated in Table I a total of 5,106 separate lists of competencies representing each of the fourteen grade levels and subject areas in language arts were packaged for principals in whose schools those grade levels or subject areas were evidenced. A return of 4,093 or 80.2 percent was received by the State Department of Education. From the seventeen institutions of higher learning which were sent the complete listings of the proposed competencies, a response was received from only six institutions.

Treatment of Returned Competencies

After organizing the returned packets of competencies into the grade levels and subject areas taught in language arts in the Mississippi elementary and secondary public schools, the packets of competencies were processed by the Data Processing Unit in the State Department of Education. A computer program was written which would yield for each competency in each grade level or subject area the number of responses agreeing with a proposed competency, the number of responses disagreeing with a proposed competency, the number of responses that neither agreed or disagreed with a proposed competency, and the total number of responses.

TABLE I

NUMBER OF INSTRUMENTS MAILED AND RETURNED FOR DETERMINING CONCENSUS OF AGREEMENT OR DISAGREEMENT FOR STATED COMPETENCIES BY GRADE LEVEL OR SUBJECT AREA

Grade Level or Subject Area (1)	Number Mailed (2)	Number Returned (3)	Percent Returned (4)
Level One	528	432	81.8
Level Two	529	437	82.6
Level Three	530	440	83.0
Level Four	529	437	82.6
Level Five	516	429	83.1
Level Six	503	407	80.9
Level Seven	387	306	79.1
Level Eight	376	296	78.7
Level Nine	324	245	75.6
Level Ten	281	211	75.1
Level Eleven	280	211	75.4
Level Twelve	280	209	74.7
World Literature	9	9	100.0
Creative Writing	34	24	70.6
Total	5,106	4,093	80.2

The appropriate response to each competency in each packet was then punched and verified on computer punch cards. The computer then produced a printout for each grade level or subject area of language arts with the appropriate totals for each competency. Each printout was analyzed to determine which competencies in a particular grade level or subject area were accepted as desirable competencies by the majority of respondents. A competency was determined to be acceptable if the number of respondents agreeing with the competency was greater than the number of respondents disagreeing with the competency. Those competencies which were determined to be unacceptable were removed from the final listing and included as rejected competencies in the appendix by grade level or subject area (see appendix K). Other competencies submitted by the respondents were collected, organized, and cataloged by grade level and subject area (see appendix L).

Chapter III

RESULTING CATALOG OF LANGUAGE ARTS COMPETENCIES

This chapter is divided into fourteen sections with each section containing the competencies expected of a student by the time a particular grade level or subject area in language arts is completed. Each of the competencies was approved by the majority of the language arts teachers in Mississippi who reacted to the survey. This compilation should be considered as the first edition of a catalog of competencies in language arts and should be constantly open to additions, deletions, and alterations.

The language arts competencies enumerated herein are the products of the language arts teachers in Mississippi and are not to be taken as a dictum from the state level to create a monolithic curriculum in the field of language arts. The purpose is to develop communication of expectations among teachers to allow for the development of cohesive language arts programs to meet the needs of students in language arts throughout Mississippi which will aid in the improvement of the instructional program.

Attention should be drawn to the fact that there was an overwhelming agreement with most of the items in each grade level and subject area expressed by the responding teachers. This response indicates the relevance of those items for the language arts programs in effect during the 1974-75 school year. However, programs change and the competencies expressed herein are also expected to change. Therefore, each teacher should be aware of the expectations of fellow professionals, yet free to choose those expectations which will best meet the needs of the students in a particular classroom.

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LANGUAGE ARTS

LEVEL I (GRADE ONE)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 LISTENING

- 1.1 Listening
  - 1.1.1 Give attention over a span of time
  - 1.1.2 Form mental images from words
  - 1.1.3 Recall main events from stories
  - 1.1.4 Listen for pleasure
  - 1.1.5 Listen for information
  - 1.1.6 Follow verbal directions
  - 1.1.7 Recognize new words and their meaning
- 1.2 Observation
  - 1.2.1 Identify characters in a given situation
  - 1.2.2 Describe action of characters
  - 1.2.3 Recognize likenesses and differences in characters

2.0 ORAL LANGUAGE

- 2.1 Story telling
  - 2.1.1 Use a natural unstrained voice
  - 2.1.2 Enunciate properly
  - 2.1.3 Speak with expression
  - 2.1.4 Use complete sentences
  - 2.1.5 Display poise and confidence
- 2.2 Introduction
  - 2.2.1 Identify self
  - 2.2.2 Apply standards of courtesy
- 2.3 Asking and answering questions
  - 2.3.1 Ask for information or help
  - 2.3.2 Give clear answers
- 2.4 Announcements
  - 2.4.1 Speak in a clear and friendly voice
  - 2.4.2 State information clearly and concisely
- 2.5 Oral reports
  - 2.5.1 Give report on personal experiences
  - 2.5.2 Report on progress of group or individual projects
  - 2.5.3 Relate television programs, films, or recordings
  - 2.5.4 Express ideas gained from family or friends
  - 2.5.5 State personal opinions
  - 2.5.6 Give reports with proper sequence and continuity of thought
  - 2.5.7 Use simple tense forms correctly
  - 2.5.8 Use new words in communication
  - 2.5.9 Use terms such as capital letters, small letters, period, question marks, quotation marks, and exclamation marks
- 2.6 Description
  - 2.6.1 Recognize the following terms (tall-short, above-below, in-out, over-under, back-front, left-right, big-little)
  - 2.6.2 Identify moods such as crying, smiling, frowning, frightening
- 2.7 Dramatization
  - 2.7.1 Act out stories and poems
  - 2.7.2 Act out safety and health posters
  - 2.7.3 Act out community activities
  - 2.7.4 Act out personal experiences

3.0 WRITING

- 3.1 Handwriting
  - 3.1.1 Readiness
    - 3.1.1.1 Develop good muscular coordination
    - 3.1.1.2 Use correct position of body, hand, arm, paper, and pencil
    - 3.1.1.3 Develop left to right movement and return sweep
  - 3.1.2 Formation
    - 3.1.2.1 Construct vertical lines, horizontal lines, and circles
    - 3.1.2.2 Construct capital and small letters in manuscript form
    - 3.1.2.3 Develop a sense of form for placing written work on paper
  - 3.1.3 Sentence structure
    - 3.1.3.1 Use capital letters (to begin a sentence, name of person, street, town, school, pronoun "I", holidays, months, days of the week)
    - 3.1.3.2 Apply period, question marks, and exclamation marks correctly
  - 3.1.4 Copy work
    - 3.1.4.1 Copy one's own name
    - 3.1.4.2 Copy labels

3.1.4.3 Copy notes to parents
3.1.4.4 Copy announcements of special events
3.1.4.5 Copy individual experience stories

3.1.5 Creative writing
3.1.5.1 Write labels
3.1.5.2 Write picture captions for own paintings
3.1.5.3 Fill in words to complete a sentence
3.1.5.4 Write simple sentences
3.1.5.5 Write brief stories
3.1.5.6 Write simple friendly letters
3.1.5.7 Write poetry

4.0 SPELLING

4.1 Phonetic elements
4.1.1 Differentiate sounds
4.1.2 Associate consonant symbols with their sounds
4.1.3 Recognize beginning and ending sounds
4.1.4 Recognize rhyming words
4.1.5 Recognize the vowels (a, e, i, o, u)
4.1.6 Use initial consonant substitution to spell related words
4.1.7 Know digraphs (sh, th, ch, wh)
4.1.8 Know long and short vowel sounds
4.1.9 Know consonant blends

4.2 Word building
4.2.1 Make structural changes in words by adding ing, ed, er, and s
4.2.2 Recognize compound words
4.2.3 Recognize contractions
4.2.4 Recognize possessive nouns
4.2.5 List words in alphabetical order
4.2.6 Spell familiar words

5.0 LIBRARY SKILLS

5.1 Handle books properly
5.2 Recognize that dictionaries and encyclopedias are arranged in alphabetical order
5.3 Develop an interest in reading for pleasure

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LANGUAGE ARTS

LEVEL II (GRADE TWO)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 LISTENING

- 1.1 Listening habits
  - 1.1.1 Practice ability to have eye contact with speaker
  - 1.1.2 Demonstrate ability to sit in an attentive manner
- 1.2 Demonstrate the ability to follow oral directions
- 1.3 Stories and poetry
  - 1.3.1 Distinguish between fact and fantasy after listening to a selection
  - 1.3.2 Show the ability to answer simple questions after listening to a selection read orally
  - 1.3.3 Draw a picture to reveal thoughts, feelings and understanding of a selection heard orally
  - 1.3.4 Identify the main idea of a story
  - 1.3.5 List events in a selection in sequential order
  - 1.3.6 Compare and contrast word imagery in a selection
  - 1.3.7 Summarize a selection
  - 1.3.8 Anticipate outcome of a selection heard orally
  - 1.3.9 Draw simple conclusions
- 1.4 Detect rhyming sounds
- 1.5 Identify sounds in a given situation
- 1.6 Repeat simple rhymes
- 1.7 Repeat three or four numerals in correct order
- 1.8 Recognize words with common beginnings and endings
- 1.9 Recognize words that do not belong in a series
- 1.10 Demonstrate ability to reply to an oral question
- 1.11 Create new words from words that are heard
- 1.12 Demonstrate some choice in selections read
- 1.13 Express like or dislike of story or other selection

2.0 ORAL LANGUAGE

- 2.1 Communication
  - 2.1.1 List several rules of common courtesy
  - 2.1.2 Demonstrate the correct use of the telephone
  - 2.1.3 Demonstrate the ability to make simple introductions
  - 2.1.4 Explain how to go from one given point to another
- 2.2 Oral reports
  - 2.2.1 Show ability to choose a report topic from a given list
  - 2.2.2 Stand in an acceptable manner when giving a report
  - 2.2.3 Look at the audience when giving a report
  - 2.2.4 Speak clearly when giving a report
  - 2.2.5 Demonstrate ability to stay on the subject for a short report
- 2.3 Dramatization
  - 2.3.1 Demonstrate the ability to act like the character that is being portrayed
  - 2.3.2 Demonstrate the ability to talk like the character being portrayed
  - 2.3.3 Develop spontaneous action and dialogue
  - 2.3.4 Use body language, pantomime, to express thoughts
  - 2.3.5 Create characterizations through puppet play
  - 2.3.6 Interpret facial expression
- 2.4 Choral speaking
  - 2.4.1 Participate by giving an individual response to a particular part
  - 2.4.2 Participate in small group responses
  - 2.4.3 Participate in conversational parts
- 2.5 Storytelling
  - 2.5.1 Show ability to tell a story based on ideas in a literature selection
  - 2.5.2 Create a story from a picture
  - 2.5.3 Create a story from individual imagination
  - 2.5.4 Demonstrate ability to tell a story in sequential order

3.0 HANDWRITING

- 3.1 Position and posture
  - 3.1.1 Arrange paper in correct position for right-handedness or left-handedness
  - 3.1.2 Demonstrate correct posture
  - 3.1.3 Hold pencil correctly for right-handedness or left-handedness
  - 3.1.4 Maintain correct posture during writing lesson
  - 3.1.5 Develop left to right movement in writing
- 3.2 Letter formation
  - 3.2.1 Manuscript
    - 3.2.1.1 Differentiate between difference in height of small letters
    - 3.2.1.2 Practice letter formation of capital letters
    - 3.2.1.3 Produce letter combinations

3.2.2 Introduction of cursive
3.2.2.1 Identify cursive writing
3.2.2.2 Practice writing upper and lower case cursive letters
3.2.2.3 Recognize simple words in cursive writing

3.3 Corrective
3.3.1 Analyze own handwriting
3.3.2 Recognize incorrect strokes

3.4 Spacing
3.4.1 Recognize the use of the margin in writing
3.4.2 Demonstrate the ability to space a title in the middle of the top line
3.4.3 Demonstrate ability to space letters
3.4.4 Demonstrate ability to space words
3.4.5 Use correct spacing at the end of a sentence

3.5 Ease
3.5.1 Write manuscript with ease
3.5.2 Transfer mental thoughts to written ideas with ease

3.6 Speed
3.6.1 Demonstrate speed in writing legibly
3.6.2 Record specific work in an acceptable manner in a given period of time

3.7 Writing numerals
3.7.1 Recognize numerals 0-9
3.7.2 Write the numerals 0-9 in a legible manner

3.8 Copying
3.8.1 Demonstrate ability to copy poems from the board in correct manner
3.8.2 Write a poem from the book in correct form
3.8.3 Copy simple sentences from the book or the board
3.8.4 Copy a letter from the board in correct form

4.0 SENTENCE STRUCTURE

4.1 Kinds of sentences
4.1.1 Telling sentences
4.1.1.1 Recognize that telling sentences make a statement
4.1.1.2 Differentiate between telling and asking sentences
4.1.1.3 Create telling sentences
4.1.2 Asking sentences
4.1.2.1 Recognize asking sentences
4.1.2.2 Construct asking sentences
4.1.2.3 Recognize sentence patterns
4.1.3 Distinguish between sentences and sentence fragments
4.1.4 Write subjects for given predicates
4.1.5 Combine a given subject with a given predicate to make a sentence
4.1.6 Add adjectives to sentences
4.1.7 Use the appropriate pronoun (I, we, she, he, they, it, you) as a subject of a sentence
4.1.8 Supply verbs to construct sentences
4.1.9 Find telling and asking sentences in printed materials

5.0 COMPOSITION

5.1 Notes and letters
5.1.1 Recognize different kinds of notes and letters
5.1.2 Identify the parts of a letter: heading, greeting, body, closing, and signature
5.1.3 Write own address
5.1.4 Write the note prescribed in the correct form

5.2 Creative writing
5.2.1 Stories
5.2.1.1 Write a story from pictures
5.2.1.2 Write titles to stories
5.2.1.3 Write another ending for a story
5.2.1.4 Write an experience story
5.2.1.5 Create descriptions
5.2.1.6 Describe one thing in terms of another
5.2.2 Poems
5.2.2.1 Create blank verse
5.2.2.2 Complete the second sentence of a rhyme
5.2.2.3 Develop riddles

5.3 Expository writing
5.3.1 Write a report of a classroom event
5.3.2 Write notices of events
5.3.3 Write about a scientific experiment

5.4 Essential elements in composition
- 5.4.1 Select words or pictures appropriate for a given topic
- 5.4.2 Sequentially arrange pictures as a basis for telling a story
- 5.4.3 Recognize that a composition is arranged in a logical order
- 5.4.4 Use sensory words in composition
- 5.4.5 Recognize that compositions, such as poetry, drama, story, or report, can be arranged in more than one order

6.0 MECHANICS OF LANGUAGE

6.1 Capitalization
- 6.1.1 Use capital letters at the beginning of a sentence
- 6.1.2 Use capital letters for the first letter of a proper name
- 6.1.3 Use capital letters for initials
- 6.1.4 Use capital letters for beginning of certain abbreviations
- 6.1.5 Use capital letters at the beginning of each word of the greeting of a note or letter
- 6.1.6 Use a capital letter to begin the first word of the closing of a note or letter
- 6.1.7 Capitalize the first word in each line of poetry
- 6.1.8 Capitalize the pronoun I

6.2 Punctuation
- 6.2.1 Conclude a sentence that makes a statement with a period
- 6.2.2 Locate a question mark at the end of a sentence that asks a question
- 6.2.3 Locate exclamation marks at the end of exclamatory and imperative sentences
- 6.2.4 Recognize the quotation symbols
- 6.2.5 Use a period after initials
- 6.2.6 Write abbreviations using periods
- 6.2.7 Recognize the comma
- 6.2.8 Recognize the apostrophe in a contraction

6.3 Parts of speech
- 6.3.1 Nouns
  - 6.3.1.1 Recognize common nouns
  - 6.3.1.2 Recognize proper nouns
  - 6.3.1.3 Recognize irregular plural forms
  - 6.3.1.4 Recognize singular and plural possessive forms
- 6.3.2 Pronouns
  - 6.3.2.1 Develop the concept of personal pronouns
  - 6.3.2.2 Distinguish between singular and plural pronouns
- 6.3.3 Verbs
  - 6.3.3.1 Identify action verbs
  - 6.3.3.2 Use singular subject with singular verb
  - 6.3.3.3 Use plural subject with plural verb
  - 6.3.3.4 Recognize present tense and past tense
- 6.3.4 Adjectives
  - 6.3.4.1 Identify words that describe
  - 6.3.4.2 Identify words that tell how many
- 6.3.5 Adverbs
  - 6.3.5.1 Identify words that tell how
  - 6.3.5.2 Identify words that tell when
  - 6.3.5.3 Identify words that tell where

7.0 SPELLING

7.1 Demonstrate the ability to spell words in spelling text content area

7.2 Develop ability to spell words for daily written expression

7.3 Word study
- 7.3.1 Identify the diphthongs (oi, ou, aw, au, ow, and oy)
- 7.3.2 Generalize that two vowels together usually mean the first is long, the second is silent
- 7.3.3 Use consonant blends, such as bl, fl, sm, etc.
- 7.3.4 Recognize two sounds of double oo
- 7.3.5 Distinguish between the hard and soft sounds of c, s, g, and j
- 7.3.6 Recognize and spell simple words ending in double consonants
- 7.3.7 Construct compound words
- 7.3.8 Syllables
  - 7.3.8.1 Identify and clap syllables in words
  - 7.3.8.2 Divide words into syllables
- 7.3.9 Demonstrate that when a word has a single vowel between two consonants, the vowel is usually short
- 7.3.10 Add new ending es to words
- 7.3.11 Make use of rhyming words
- 7.3.12 Write homonyms

7.3.13 Construct new words from a root word and affixes
7.3.14 Specify key words: listen for starting letter
7.3.15 Demonstrate the ability to work easy crossword puzzles
7.4 Arrange scrambled letters to make correctly spelled words
7.5 Demonstrate the ability to spell proper names and abbreviations
7.6 Write simple sentences from dictation
7.7 Proofreading
7.7.1 Recognize misspelled words
7.7.2 Use capitals correctly
7.7.3 Use correct punctuation at the end of sentences
7.8 Determine best method of how to study a word to spell
7.9 Follow directions in text for written activity
7.10 Write words from picture clues
7.11 List small words found in compound words
7.12 Recognize singular or plural nouns
7.13 Recognize singular or plural verbs

8.0 LITERATURE

8.1 Aspects of literature
8.1.1 Recognize the sequential order in a story
8.1.2 Locate vivid words in a poem or story
8.1.3 Recognize that the sounds of words in some poems are more important than the meaning of the words
8.1.4 Recognize that in some poems words rhyme
8.2 Types of literature
8.2.1 Identify in poems descriptions of imaginary things
8.2.2 Identify fairy tales, fables, folk tales, and myths as kinds of stories
8.2.3 Recognize humor or even presence of nonsense
8.2.4 Recognize that some poems tell stories
8.2.5 Define haiku as a form of poetry
8.2.6 Recognize a song as a form of poetry
8.3 Awareness of literature
8.3.1 Distinguish between real and imaginary elements
8.3.2 Identify major event(s) in a story
8.3.3 Identify sequence of major events in a story
8.3.4 Recognize that major events do not always fall in sequential order in stories
8.3.5 Identify major characters in a story or poem
8.3.6 Relate to a character in a poem or story

9.0 LIBRARY SKILLS

9.1 Reference skills
9.1.1 Identify encyclopedia
9.1.2 Use encyclopedia to locate specific information
9.2 Dictionary skills
9.2.1 Recognize dictionary
9.2.2 List the three parts of alphabet
9.2.3 Alphabetize a given list of words
9.3 Recognize that all reference material is in alphabetical order

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LANGUAGE ARTS

LEVEL III (GRADE THREE)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 LISTENING

- 1.1 Demonstrate the ability to listen to recordings and successfully complete related activities
- 1.2 Express pleasure in listening to poems, stories, music, and conversation
- 1.3 Evaluate what is heard in oral reading, reports, conversation, etc.
- 1.4 Associate auditory and visual symbols with pictures
- 1.5 Discriminate between fact and fantasy
- 1.6 Observe rules for good listeners during audience situations
- 1.7 Recall detailed information in sequence
- 1.8 Recall tones and rhythm in choral speaking and music
- 1.9 Recognize correct usage, pronunciation, and enunciation
- 1.10 Identify main ideas in an orally read work
- 1.11 Distinguish fact from opinion
- 1.12 Judge the validity of information
- 1.13 Sense moods
- 1.14 Sense images
- 1.15 Draw conclusions or inferences
- 1.16 Follow directions which are given orally

2.0 ORAL LANGUAGE

- 2.1 Develop use of complete sentences in oral communication
- 2.2 Express self spontaneously
- 2.3 Remember five word sentences
- 2.4 Make up simple endings for stories
- 2.5 Use new words
- 2.6 Use correct phrasing
- 2.7 Use proper voice intonation
- 2.8 Understand the use and meaning of punctuation marks
- 2.9 Keep to topic
- 2.10 Arrange ideas in logical sequence
- 2.11 Begin dialogue with interesting sentences
- 2.12 Summarize dialogue with an interesting conclusion
- 2.13 Interpret feelings of characters
- 2.14 Speak distinctly
- 2.15 Possess adequate speaking vocabulary
- 2.16 Demonstrate the use of good eye contact
- 2.17 Demonstrate the proper use of appropriate gestures, body movements, and facial expressions
- 2.18 Demonstrate correct use of telephone
- 2.19 Make introductions properly
- 2.20 React tactfully to opinions
- 2.21 Recite poetry
- 2.22 Demonstrate good storytelling ability
- 2.23 Demonstrate effective choral speaking

3.0 SENTENCE STRUCTURE

- 3.1 Conventions
  - 3.1.1 Punctuation
    - 3.1.1.1 Avoid run-on sentences
    - 3.1.1.2 Use periods at the end of telling sentences, requests, and commands
    - 3.1.1.3 Use periods after numbers in any kind of lists
    - 3.1.1.4 Use the question mark at the close of a question
    - 3.1.1.5 Use a comma after the salutation of a friendly note or letter
    - 3.1.1.6 Use a comma after the closing of a friendly note or letter
    - 3.1.1.7 Use a comma between the name of a city and state
    - 3.1.1.8 Use commas in a list
    - 3.1.1.9 Use periods after abbreviations
    - 3.1.1.10 Use periods after initials
    - 3.1.1.11 Use an apostrophe in common contractions
    - 3.1.1.12 Use an apostrophe correctly when writing possessive nouns
    - 3.1.1.13 Use exclamation points at the end of words or groups of words that make an exclamation
    - 3.1.1.14 Use quotation marks before and after direct quotations
    - 3.1.1.15 Use a comma before the word <u>too</u> when the word means <u>also</u>
  - 3.1.2 Parts of speech
    - 3.1.2.1 Noun
      - 3.1.2.1.1 Use as subject of the sentence
      - 3.1.2.1.2 Recognize common and proper nouns

3.1.2.1.3 Recognize noun determiners
3.1.2.1.4 Form plural nouns
3.1.2.1.5 Recognize singular and plural forms of nouns

3.1.2.2 Pronoun
3.1.2.2.1 Use pronouns to tell who with clear reference
3.1.2.2.2 Learn to name self last when speaking of another and oneself
3.1.2.2.3 Use personal pronouns as subjects

3.1.2.3 Verb
3.1.2.3.1 Identify verbs
3.1.2.3.2 Differentiate between forms of verbs used with singular and plural subjects
3.1.2.3.3 Form contractions
3.1.2.3.4 Recognize verbs that always use helpers
3.1.2.3.5 Recognize verbs that never use helpers

3.1.2.4 Adverb
3.1.2.4.1 Recognize adverbs
3.1.2.4.2 Build sentences that tell how, when, or where

3.1.2.5 Adjective
3.1.2.5.1 Demonstrate the use of an article
3.1.2.5.2 Use words that describe the five senses
3.1.2.5.3 Identify words that tell which
3.1.2.5.4 Use correctly the adjectives well and good

3.1.2.6 Conjunction
3.1.2.6.1 Identify the connecting words and and but
3.1.2.6.2 Combine simple sentences using and and but

3.1.3 Capitalization
3.1.3.1 Capitalize the first letter of the word of a sentence
3.1.3.2 Capitalize names of people and pets
3.1.3.3 Capitalize names of schools, cities, and streets
3.1.3.4 Capitalize the word "I"
3.1.3.5 Capitalize first and important words of titles
3.1.3.6 Capitalize titles of people (Mr., Mrs., Miss, Ms.)
3.1.3.7 Capitalize months, days, and holidays
3.1.3.8 Capitalize the first letter of the word in a line of verse
3.1.3.9 Capitalize the first letter of the word of salutation and closing in letters
3.1.3.10 Capitalize the first letter of the word in a quote

3.1.4 Paragraphs
3.1.4.1 Define a paragraph
3.1.4.2 Recognize the main idea in a paragraph
3.1.4.3 Recognize the topic sentence in a paragraph
3.1.4.4 Indent the first line of a paragraph
3.1.4.5 Observe rules for margins
3.1.4.6 Use related sentences, keeping to the subject
3.1.4.7 Write a simple paragraph

3.1.5 Kinds of sentences
3.1.5.1 Recognize telling sentences
3.1.5.2 Write a telling sentence
3.1.5.3 Recognize an asking sentence
3.1.5.4 Write an asking sentence
3.1.5.5 Recognize the difference in a command and a request
3.1.5.6 Recognize sentences that exclaim
3.1.5.7 Write sentences that exclaim

4.0 COMPOSITION

4.1 Notes and letters
4.1.1 Write simple invitations
4.1.2 Include the four W's in note writing (who, what, where, when)
4.1.3 Friendly letter
4.1.3.1 Recognize the parts of a friendly letter
4.1.3.2 Write a friendly letter
4.1.4 Business letter
4.1.4.1 Recognize the parts of a business letter
4.1.4.2 Write a simple business letter

4.2 Reports
4.2.1 Give interesting titles
4.2.2 Locate the main idea in a report
4.2.3 Organize a written report in sequence

4.3 Creative writing
4.3.1 Poems
4.3.1.1 Recognize word pictures

4.3.1.2 Finish two line verses
4.3.1.3 Write two line verses (limericks, riddles)
4.3.1.4 Recognize rhythm and patterns
4.3.1.5 Show originality
4.3.1.6 Reflect thoughts and feelings

4.3.2 Stories
4.3.2.1 Use vivid and descriptive vocabulary
4.3.2.2 Use interesting beginnings and climaxes with prompt endings
4.3.2.3 Learn to proofread and rewrite
4.3.2.4 Keep parts in order
4.3.2.5 Develop character

4.3.3 Write simple rules for games, working habits, playground, etc.

4.3.4 Descriptions
4.3.4.1 Use descriptive words
4.3.4.2 Identify moods
4.3.4.3 Write descriptions of people, places, and/or things

4.3.5 Write scripts for cartoons

5.0 HANDWRITING (Cursive)

5.1 Position
5.1.1 Practice correct posture and arm position
5.1.2 Place paper at proper angle
5.1.3 Hold pencil correctly

5.2 Letter and number formation
5.2.1 Note likenesses and differences in letter and number formation
5.2.2 Form each stroke correctly
5.2.3 Give attention to height and width of letters and numbers
5.2.4 Write correctly lower and upper case letters and numbers
5.2.5 Practice uniform slant of all letters and numbers
5.2.6 Join letters correctly
5.2.7 Make letters and numbers the proper size

5.3 Spacing
5.3.1 Space letters correctly within words
5.3.2 Space correctly between words
5.3.3 Space uniformly between sentences

5.4 Use proper alignment
5.5 Practice good line quality
5.6 Practice the correct form of beginning and ending strokes
5.7 Write with increased speed and accuracy in all content areas
5.8 Write with increased ease and rhythm

5.9 Copying
5.9.1 Copy work correctly from the chalkboard using good work habits
5.9.2 Copy correctly from books
5.9.3 Transcribe manuscript to cursive

5.10 Form and practice habits of cleanliness, neatness, and orderliness

6.0 SPELLING

6.1 Word study

6.1.1 Phonetical analysis
6.1.1.1 Associate sounds with consonant letters
6.1.1.2 Use letter patterns to make new words
6.1.1.3 Associate sounds and letter consonants (c, g soft)
6.1.1.4 Know consonant clusters
6.1.1.5 Apply consonant cluster sounds in printed context
6.1.1.6 Recognize final combinations (ck, lk)
6.1.1.7 Use consonant digraphs (sh, ch, th)
6.1.1.8 Understand silent consonants (kn, gh)
6.1.1.9 Distinguish between Y as a consonant and as a vowel
6.1.1.10 Recognize short and long vowels
6.1.1.11 Apply vowel digraphs (ea, ee)
6.1.1.12 Understand diphthongs (ow, oy, oi)
6.1.1.13 Apply the rule for doubling the final consonant
6.1.1.14 Apply the rule for dropping the final e
6.1.1.15 Recognize that R after the vowel changes the sound of the vowel
6.1.1.16 Apply the rule of changing the Y to i
6.1.1.17 Apply rules for plural endings (s, es)

6.1.2 Structural analysis
6.1.2.1 Use inflectional endings (ing, d, er, est)
6.1.2.2 Distinguish between singular and plural forms of words
6.1.2.3 Differentiate between plural and possessive forms

6.1.2.4 Understand formation of contractions
6.1.2.5 Locate and use root words
6.1.2.6 Use correctly prefixes and suffixes
6.1.2.7 Write past tense forms
6.1.2.8 Learn to divide words between double consonants
6.1.2.9 Apply syllabication rules to compound words
6.1.2.10 Learn that words having two unlike consonants between two vowels are usually divided between the consonants

6.1.3 Word meaning
6.1.3.1 Use antonyms correctly
6.1.3.2 Use homonyms correctly
6.1.3.3 Use synonyms correctly
6.1.3.4 Practice correct usage of capitalization
6.1.3.5 Write correctly seasons of the year, months of the year, days of the week, and number names
6.1.3.6 Proofread to detect slips and misspellings

6.2 Dictionary skills
6.2.1 Group words by initial letters
6.2.2 Organize words in simple alphabetical order
6.2.3 Alphabetize using first and second letters
6.2.4 Divide three syllable words
6.2.5 Mark accented syllables
6.2.6 Locate entry words
6.2.7 Recognize guide words
6.2.8 Understand phonetic respellings
6.2.9 Use a glossary
6.2.10 Choose appropriate meanings
6.2.11 Use pronunciation key

7.0 LIBRARY SKILLS (Media Center)

7.1 Demonstrate the use of parts of books (title page, table of contents, index, glossary, etc.)
7.2 Demonstrate the care of books
7.3 Learn correct library behavior
7.4 Read to find material relating to a specific topic
7.5 Use, to a limited degree, the card catalog
7.6 Distinguish between types of books
7.7 Make judgments concerning reading interests and levels
7.8 Demonstrate the use of reference books and resource materials
7.9 Make proper use of audio-visual materials
7.10 Understand terminology relating to books: publisher, copyright date, etc.

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LANGUAGE ARTS

LEVEL IV (GRADE FOUR)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 LISTENING

- 1.1 Enjoyment
  - 1.1.1 Identify environmental sounds
  - 1.1.2 Identify lyrics
  - 1.1.3 Identify rhymes
  - 1.1.4 Express appreciation for good literature
- 1.2 Specific directions
  - 1.2.1 Understand directions
  - 1.2.2 Communicate directions
  - 1.2.3 Follow directions
- 1.3 Information
  - 1.3.1 Identify significant details
  - 1.3.2 Determine sequential order
  - 1.3.3 Interpret oral communication

2.0 ORAL LANGUAGE

- 2.1 Discussion
  - 2.1.1 Contribute to class discussion
  - 2.1.2 Give others an opportunity to speak
- 2.2 Reports
  - 2.2.1 Present material in an acceptable manner
  - 2.2.2 Make use of notes and illustrations
  - 2.2.3 Develop self-confidence before an audience
- 2.3 Dramatization
  - 2.3.1 Recognize dramatic incidents
  - 2.3.2 Cooperate with others in group activities
  - 2.3.3 Improvise appropriate dialogue
  - 2.3.4 Utilize gestures to interpret and to express
- 2.4 Use basic parliamentary procedure
- 2.5 Make proper introductions
- 2.6 Telephone communication
  - 2.6.1 Demonstrate how to find a given number
  - 2.6.2 Demonstrate how to dial properly
  - 2.6.3 Demonstrate acceptable telephone manners
  - 2.6.4 Demonstrate how to take and deliver telephone messages correctly
- 2.7 Storytelling
  - 2.7.1 Retell a story in logical and sequential order
  - 2.7.2 Know the proper use of the voice
  - 2.7.3 Express pleasure in telling stories
  - 2.7.4 Tell an original story
- 2.8 Choral speaking
  - 2.8.1 Use voice intonations to express different feelings
  - 2.8.2 Change voice volume and rate of reading to fit changing situations
  - 2.8.3 Speak in unison
  - 2.8.4 Understand use of articulation, enunciation, clarity, and forcefulness in choral speaking

3.0 HANDWRITING

- 3.1 Position
  - 3.1.1 Practice good writing posture
  - 3.1.2 Maintain correct hand movement
- 3.2 Formation
  - 3.2.1 Use cursive lettering
  - 3.2.2 Maintain correct letter and number formation and letter combinations
- 3.3 Demonstrate ability to copy
- 3.4 Perform written work with ease and speed
- 3.5 Utilize the correct size, spacing, slant, and alignment of letters

4.0 SENTENCE STRUCTURE

- 4.1 Define the basic sentence pattern
- 4.2 Combine subjects of sentences
- 4.3 Combine predicates of sentences
- 4.4 Make compound sentences
- 4.5 Kinds of sentences
  - 4.5.1 Recognize statements
  - 4.5.2 Recognize commands
  - 4.5.3 Recognize questions

4.5.4 Recognize exclamatory sentences

4.6 Questions

4.6.1 Recognize yes/no questions

4.6.2 Recognize wh question (who, what, when, where) indicators

5.0 COMPOSITION

5.1 Letters

5.1.1 Give the distinguishing features among invitation, thank you, friendly, and business letters

5.1.2 Follow guides for proper letter form

5.1.3 Use correct capitalization and punctuation in letters

5.1.4 Address envelopes correctly

5.2 Reports

5.2.1 Select a topic for a report

5.2.2 Collect information effectively for reports

5.2.3 Take notes on gathered facts for reports

5.2.4 Identify sources of notes for reports

5.2.5 Organize notes into a simple outline in preparing an outline

5.3 Outline

5.3.1 Recognize proper outline form

5.3.2 Comply with punctuation rules for outlines

5.3.3 Distinguish among types of outlines

5.4 Paragraphs

5.4.1 Recognize correct paragraph form

5.4.2 Construct a topic sentence for a paragraph

5.4.3 Develop a paragraph from a topic sentence, using unity, coherence, and emphasis

5.4.4 Use variety in sentence structure

5.5 Announcements

5.5.1 Define types of announcements

5.5.2 Identify the who, what, when, and where in an announcement

5.5.3 Construct a clear, interesting announcement

5.6 Poetry

5.6.1 Identify free verse, limerick, haiku, and cinquain poetry

5.6.2 Construct free verse, limerick, haiku, and cinquain poetry

6.0 WRITING MECHANICS

6.1 Capitalization

6.1.1 Capitalize proper nouns

6.1.2 Capitalize proper abbreviations

6.1.3 Capitalize the heading, salutation, and closing of a friendly letter

6.1.4 Capitalize the first word in a sentence

6.1.5 Capitalize the pronoun I

6.1.6 Capitalize first word of each line of poem when appropriate

6.1.7 Capitalize the first word of a direct quotation

6.1.8 Use correct capitalization in outlines

6.2 Punctuation

6.2.1 Period

6.2.1.1 Use a period after a declarative sentence

6.2.1.2 Use a period after abbreviations

6.2.1.3 Use a period after initials

6.2.1.4 Use a period after an imperative sentence

6.2.1.5 Use a period after sentence outlines

6.2.2 Use a question mark at the end of an asking sentence

6.2.3 Comma

6.2.3.1 Use a comma after a greeting and closing of a letter

6.2.3.2 Use commas in writing addresses

6.2.3.3 Use commas in separating the day of the month from the year

6.2.3.4 Use commas to set off the name of person addressed

6.2.3.5 Use commas in a series

6.2.3.6 Use a comma after yes or no at the beginning of a sentence

6.2.3.7 Use a comma in direct quotations

6.2.3.8 Use a comma after an interjection at the beginning of a sentence

6.2.3.9 Use a comma to separate introductory words such as please

6.2.3.10 Use a comma after phrases or clauses at the beginning of sentences

6.2.3.11 Use commas to set off an appositive when comma is needed

6.2.3.12 Use commas in writing large numbers with four or more digits

6.2.4 Apostrophe

6.2.4.1 Use an apostrophe in contractions

6.2.4.2 Use an apostrophe in possessives

6.2.5 Quotation marks
6.2.5.1 Use quotation marks around exact words spoken
6.2.5.2 Use quotation marks around titles of poems, stories, or songs
6.2.6 Underline the title of a book
6.2.7 Use a hyphen to divide a word at the end of a line between syllables
6.3 Use guidelines for proofreading

7.0 PARTS OF SPEECH

7.1 Nouns
7.1.1 Define noun
7.1.2 Identify kinds of nouns
7.1.3 Know number of nouns
7.1.4 Recognize possessives
7.1.5 Recognize different uses
7.2 Pronouns
7.2.1 Define personal pronouns
7.2.2 Recognize personal pronouns
7.2.3 Recognize singular and plural pronouns
7.2.4 Use pronouns correctly
7.3 Verbs
7.3.1 Define verb
7.3.2 Differentiate between action verbs and verbs of being
7.3.3 Recognize verbs in a sentence
7.4 Adjectives
7.4.1 Define adjective
7.4.2 Recognize descriptive and limiting adjectives
7.5 Adverbs
7.5.1 Give meaning of adverb
7.5.2 Identify by how, when, and where

8.0 SPELLING

8.1 Dictionary skills
8.1.1 Arrange words in alphabetical order
8.1.2 Use guide words
8.1.3 Use entry words
8.1.4 Use diacretical markings
8.1.5 Use accent marks
8.1.6 Pronunciation
8.1.6.1 Utilize the pronunciation key
8.1.6.2 Choose between alternate pronunciations
8.1.7 Know how parts of speech are indicated
8.1.8 Recognize that words have different origins
8.1.9 Demonstrate the ability to select the proper definition
8.1.10 Distinguish among synonyms, antonyms, and homonyms
8.1.11 Identify affixes and root words
8.1.12 Identify respellings
8.2 Phonemes
8.2.1 Identify consonant sounds in spoken words
8.2.2 Identify the five consonant digraphs (sh, ch, th, wh, ng)
8.2.3 Recognize short and long vowel sounds
8.3 Phoneme-grapheme correspondences
8.3.1 Recognize graphemes for consonant and vowel phonemes
8.3.2 Recognize graphemes for irregular phonemes
8.4 Morphemes and structural changes
8.4.1 Recognize changes in tense, number, degree, etc.
8.4.2 Utilize principles of syllabication
8.4.3 Utilize contractions
8.5 Master the spelling demons
8.6 Use the proper steps in learning spelling words

9.0 LIBRARY SKILLS

9.1 Recognize the parts of a book
9.2 Describe the order of arrangement of books in the library
9.3 Locate titles of fiction and non-fiction sections
9.4 Use card catalogue to locate books

LANGUAGE ARTS

LEVEL V (GRADE FIVE)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 LISTENING

- 1.1 Recall main idea after listening to a special activity
- 1.2 Recall specific details after listening to a special activity
- 1.3 Recognize use of descriptive words and phrases in oral presentations
- 1.4 Detect false generalizations and inferences in oral work of others
- 1.5 Prepare courteous and significant questions
- 1.6 Repeat orally read stories in sequential order
- 1.7 Follow oral directions of four or more steps
- 1.8 Predict outcome of open-ended sentences and stories read orally
- 1.9 Recognize different purposes for listening; as listening for information, persuasion, and entertainment
- 1.10 Apply rules of courtesy in listening situations
- 1.11 Evaluate use of descriptive words and phrases heard in oral activities

2.0 ORAL LANGUAGE

- 2.1 Speech
  - 2.1.1 Pronounce words at this level correctly
  - 2.1.2 Enunciate words at this level correctly
  - 2.1.3 Recognize adequate volume and voice quality in oral work of others
  - 2.1.4 Utilize adequate volume and voice quality in own work
  - 2.1.5 Demonstrate use of synonyms, antonyms, and homonyms to improve accuracy and colorfulness of speech
  - 2.1.6 Converse politely in paying compliments and voicing approvals
  - 2.1.7 Express complaints or objections politely
  - 2.1.8 Demonstrate proficiency in introductions of one individual to another
  - 2.1.9 Employ descriptive adjectives and verbs in speech
- 2.2 Oral reporting
  - 2.2.1 Express viewpoint in group discussion
  - 2.2.2 Evaluate opinions of others in group discussion
  - 2.2.3 Summarize points of discussion from a given talk or discussion
  - 2.2.4 Propose topics for further discussion after hearing a talk or discussion
  - 2.2.5 Explain multiple-step written directions
  - 2.2.6 Describe events accurately
  - 2.2.7 Make announcements
  - 2.2.8 Conduct interviews
  - 2.2.9 Speak with confidence in impromptu situations
- 2.3 Parliamentary procedure
  - 2.3.1 Conduct a class meeting properly
  - 2.3.2 Demonstrate knowledge of duties of various class officers
  - 2.3.3 Make a motion
  - 2.3.4 Second a motion
  - 2.3.5 Vote on a motion
  - 2.3.6 Make nominations using correct procedure

3.0 HANDWRITING

- 3.1 Demonstrate the ability to write legibly
- 3.2 Practice good handwriting in all written work
- 3.3 Recognize incorrect strokes
- 3.4 Demonstrate correct posture and position
- 3.5 Analyze errors
- 3.6 Exhibit knowledge of cursive and manuscript writing mechanics

4.0 SENTENCE STRUCTURE

- 4.1 Recognize complete and incomplete sentences
- 4.2 Recognize complete subject and complete predicate
- 4.3 Identify simple subject and verb
- 4.4 Write sentences using compound subjects and compound predicates
- 4.5 Classify sentences as declarative, interrogative, exclamatory, and imperative
- 4.6 Separate run-on sentences

5.0 COMPOSITION

- 5.1 Business letters
  - 5.1.1 Name the parts of a business letter
  - 5.1.2 Write a business letter
  - 5.1.3 Address envelope including the return address
- 5.2 Friendly letters
  - 5.2.1 Name the parts of a friendly letter

5.2.2 Write a friendly letter

5.3 Reports
- 5.3.1 Select pertinent data for a specific topic
- 5.3.2 Use notes in organizing reports
- 5.3.3 Write brief reports

5.4 Stories
- 5.4.1 Develop appropriate titles
- 5.4.2 Organize sentences in sequence
- 5.4.3 Write short stories

5.5 Poems
- 5.5.1 Write limericks and riddles
- 5.5.2 Write poems with and without rhyme
- 5.5.3 Compose haiku

5.6 Notetaking
- 5.6.1 Explore various materials for information
- 5.6.2 Develop procedure for taking notes in an organized manner
- 5.6.3 Practice notetaking from films and other sources

5.7 Outlining
- 5.7.1 Utilize correct mechanics
- 5.7.2 Utilize outlining skills in various subject areas
- 5.7.3 Compare sentence and topical outlines

5.8 Paragraphing
- 5.8.1 Recognize topic sentences
- 5.8.2 Use topic sentences in writing paragraphs
- 5.8.3 Use a definite plan in organizing a paragraph
- 5.8.4 Practice unity and coherence in paragraph writing
- 5.8.5 Use logical order in developing a paragraph
- 5.8.6 Use various types of sentences within a paragraph
- 5.8.7 Develop a composition comprising several paragraphs
- 5.8.8 Recognize that a change of speakers is indicative of a new paragraph

5.9 Formulate a simple bibliography

5.10 Proofread all written work

6.0 CAPITALIZATION

6.1 Use a capital letter for proper nouns and adjectives

6.2 Use a capital letter for the first word of a direct quotation

6.3 Use a capital letter for the greeting and the first word of the complimentary close of letters

6.4 Use a capital letter for titles of books and periodicals

6.5 Use a capital letter for titles of respect when used with a name

6.6 Use a capital letter for the first word in topics and subtopics in an outline

6.7 Use a capital letter for abbreviations of proper nouns

6.8 Use a capital letter for titles of respect like mother and father when they are used alone in place of a noun

6.9 Exhibit general knowledge of capitalization rules

7.0 PUNCTUATION

7.1 Comma
- 7.1.1 Use commas after words in a series
- 7.1.2 Utilize commas after "yes" and "no" in sentences
- 7.1.3 Use a comma to set off the name of a person addressed
- 7.1.4 Recognize the use of commas in separating page references in an index
- 7.1.5 Use commas to separate direct quotations from the explanatory words

7.2 Period
- 7.2.1 Use a period after imperative and declarative sentences
- 7.2.2 Use a period after imperative and declarative quotations
- 7.2.3 Use periods after abbreviations
- 7.2.4 Use periods after initials

7.3 Colon
- 7.3.1 Use a colon after the salutation of a business letter
- 7.3.2 Utilize a colon preceding a long list of items
- 7.3.3 Use a colon to separate the hour from the minutes in writing the time of day

7.4 Hyphen
- 7.4.1 Use the hyphen to divide words at the end of a line according to syllables
- 7.4.2 Recognize the use of a hyphen in listing consecutive page numbers in an index

7.5 Quotation marks
- 7.5.1 Define a divided quotation
- 7.5.2 Write divided quotations in sentences
- 7.5.3 Use quotation marks around titles of poems and stories

7.6 Underline titles of books, magazines, newspapers, and ships
7.7 Use an exclamation mark after an exclamatory phrase or sentence
7.8 Apostrophe
- 7.8.1 Exhibit knowledge of the use of the apostrophe in contractions and possessive nouns
- 7.8.2 Differentiate between the use of words such as it's and its, there's and theirs

8.0 PARTS OF SPEECH

8.1 Nouns
- 8.1.1 Recognize nouns used as adjectives
- 8.1.2 Exhibit knowledge of generalizations for forming plurals
- 8.1.3 Formulate singular and plural possessives

8.2 Pronouns
- 8.2.1 Use singular and plural possessive pronouns
- 8.2.2 Recognize that a subject pronoun must agree with the verb
- 8.2.3 Discriminate between forms of personal pronouns

8.3 Verbs
- 8.3.1 Use linking verbs in sentences
- 8.3.2 Define a verb phrase
- 8.3.3 Recognize that the verb must agree with the subject in number
- 8.3.4 Identify regular and irregular verbs

8.4 Adjectives
- 8.4.1 Identify proper adjectives
- 8.4.2 Recognize nouns used as adjectives
- 8.4.3 Indicate the word which is described by an adjective
- 8.4.4 Identify adjectives used as articles (determiners)
- 8.4.5 Use adjectives in comparisons

8.5 Adverbs
- 8.5.1 Define adverbs
- 8.5.2 Identify adverbs by the common ly ending
- 8.5.3 Show how adverbs can be placed in various positions without changing the meaning

8.6 Conjunctions
- 8.6.1 Use the conjunctions and, but, or or in compound subjects and predicates
- 8.6.2 Identify conjunctions between parts of a sentence

8.7 Prepositions
- 8.7.1 Define prepositions
- 8.7.2 Identify prepositions

9.0 SPELLING

9.1 Develop skill in phonetic analysis as a method for studying words
9.2 Use word structure (compound words, prefixes, suffixes, and syllabication) as an aid in spelling
9.3 Recognize homonyms and antonyms
9.4 Employ a method for learning to spell words
9.5 Demonstrate proficiency in spelling in all content areas
9.6 Demonstrate the ability to alphabetize words

10.0 FINDING INFORMATION

10.1 Dictionary
- 10.1.1 Guide words
  - 10.1.1.1 Identify guide words and their use
  - 10.1.1.2 Utilize guide words in locating specific words
- 10.1.2 Use the dictionary as a tool in locating word origins
- 10.1.3 Use proficiently the pronunciation key
- 10.1.4 Recognize multiple meanings of words
- 10.1.5 Know the abbreviations used for the parts of speech

10.2 Use various reference materials such as almanacs and encyclopedias
10.3 Library skills
- 10.3.1 Card catalog
  - 10.3.1.1 Identify author, title, and subject cards
  - 10.3.1.2 Use the card catalog in locating books
- 10.3.2 Know the arrangement of books according to the Dewey Decimal System
- 10.3.3 Define fiction and non-fiction

LANGUAGE ARTS

LEVEL VI (GRADE SIX)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 ORAL LANGUAGE

- 1.1 Speaking skills
  - 1.1.1 Produce correct speech sounds
  - 1.1.2 Recognize special symbols for speech sounds
  - 1.1.3 Pattern of intonation
    - 1.1.3.1 Understand how stress conveys differences in meaning
    - 1.1.3.2 Understand how pitch conveys differences in meaning
    - 1.1.3.3 Understand how juncture conveys differences in meaning
  - 1.1.4 Display good posture and gestures
- 1.2 Oral language activities
  - 1.2.1 Make reports on field trips, current events (T.V., radio, newspaper, magazines), cultural programs, and exhibits
  - 1.2.2 Dramatize T.V. commercials, stories, characterizations, skits, and plays
  - 1.2.3 Participate in choral speaking
  - 1.2.4 Recite poetry
  - 1.2.5 Relate a story
  - 1.2.6 Make formal and informal introductions
  - 1.2.7 Practice parliamentary procedures

2.0 NATURE OF LANGUAGE

- 2.1 Identify differences in English past and present
- 2.2 Recognize changes in the sounds of English
- 2.3 Recognize changes in pronunciation in English
- 2.4 Give examples of spelling reforms in the United States
- 2.5 Distinguish between the obsolete and modern vocabulary
- 2.6 Recognize new words in vocabulary
- 2.7 Extend word meanings
- 2.8 Detect changes in word meanings
- 2.9 Discuss the history of the alphabet
- 2.10 Identify jargon, dialects, slang, and clipped words
- 2.11 Recognize affixes, root words, suffixes, and prefixes
- 2.12 Identify foreign words used in English

3.0 STUDY SKILLS

- 3.1 Dictionary skills
  - 3.1.1 Use alphabetical order when locating a word
  - 3.1.2 Use guide words
  - 3.1.3 Use diacritical marks
  - 3.1.4 Divide words into syllables
  - 3.1.5 Understand different pronunciation keys
  - 3.1.6 Find specific and multiple meanings of a word
  - 3.1.7 Find origin of words
  - 3.1.8 Determine correct spelling of words
- 3.2 Library skills
  - 3.2.1 Become familiar with different sections of the library
  - 3.2.2 Use card catalog
  - 3.2.3 Operate media center equipment
- 3.3 Research skills
  - 3.3.1 Identify the basic sections of a book (table of contents, index, glossary, bibliography)
  - 3.3.2 Locate information from different reference sources
- 3.4 Apply proofreading techniques

4.0 WORD FORMATION

- 4.1 Use suffixes to form nouns, adjectives, adverbs, and verbs
- 4.2 Use prefixes to form verbs
- 4.3 Understand acronyms
- 4.4 Build compound words
- 4.5 Recognize blended words (smoke + fog = smog)
- 4.6 Recognize clipped words (gas for gasoline)

5.0 SENTENCE STRUCTURE

- 5.1 Define a sentence
- 5.2 Parts of a sentence
  - 5.2.1 Identify complete, simple, and compound subjects (noun phrases)
  - 5.2.2 Identify complete, simple, and compound verb (verb phrase)
  - 5.2.3 Identify types of clauses and phrases

5.3 Kinds of sentences
- 5.3.1 Recognize declarative, interrogative, imperative, and exclamatory sentences
- 5.3.2 Form negative sentences
- 5.3.3 Recognize simple, compound, and complex sentences

6.0 COMPOSITION

6.1 Paragraphs
- 6.1.1 Write topic sentence
- 6.1.2 Indent first sentence
- 6.1.3 Elaborate idea of topic sentence
- 6.1.4 Link paragraphs with cohesive words

6.2 Compose invitations, thank you notes, regrets, and acceptance notes

6.3 Compose friendly and business letters

6.4 Write reports

6.5 Creative writing
- 6.5.1 Humorous writing
  - 6.5.1.1 Compose riddles, jokes, commercials, puzzles, and cartoons
  - 6.5.1.2 Compose stories in rebus style
- 6.5.2 Fiction and non-fiction writing
  - 6.5.2.1 Compose imaginative stories
  - 6.5.2.2 Write autobiographies, journals, diaries, travelogues, and newspaper articles
- 6.5.3 Poetry
  - 6.5.3.1 Compose haiku, cinquains, and limericks
  - 6.5.3.2 Compose rhyming couplets
  - 6.5.3.3 Compose verses and stanzas
  - 6.5.3.4 Compose blank verse stanzas
- 6.5.4 Literary terms
  - 6.5.4.1 Recognize alliteration, similes, hyperboles, imagery, onomatopoeia and metaphors
  - 6.5.4.2 Describe setting, time, place, mood, plot, climax, and ending of stories and plays

7.0 GRAMMAR SKILLS

7.1 Apply all the rules of capitalization

7.2 End sentence with correct punctuation mark

7.3 Comma
- 7.3.1 Use after introductory expression
- 7.3.2 Set off appositives
- 7.3.3 Use with words in a series
- 7.3.4 Separate parts of a date
- 7.3.5 Separate name of city from name of state or country
- 7.3.6 Use before the conjunction that joins the two parts of a compound sentence
- 7.3.7 Set off non-essential subordinate clauses or introductory subordinate clauses

7.4 Apostrophes
- 7.4.1 Show possession
- 7.4.2 Use with contractions

7.5 Colon
- 7.5.1 Use after salutation in business letter
- 7.5.2 Separate hour from minutes
- 7.5.3 Use correctly before a list

7.6 Quotation marks
- 7.6.1 Show direct words of speaker
- 7.6.2 Use around titles of stories, songs, poems, and magazine articles

7.7 Use exclamation point after word of strong feeling

8.0 PARTS OF SPEECH

8.1 Nouns
- 8.1.1 Define a noun
- 8.1.2 Identify the kinds of nouns (common, proper, concrete, abstract)
- 8.1.3 Identify the singular and plural forms
- 8.1.4 Demonstrate nouns as possessive
- 8.1.5 Use nouns as subjects, objects, appositives, and predicate nominatives

8.2 Pronouns
- 8.2.1 Define a pronoun
- 8.2.2 Identify kinds of pronouns (personal, indefinite, possessive, relative)
- 8.2.3 Use pronouns as subjects, objects, and predicate pronouns

8.3 Adjectives
- 8.3.1 Define an adjective

8.3.2 Show degrees of comparison
8.3.3 Use a proper adjective
8.3.4 Use predicate adjectives, determiners, and articles

8.4 Adverbs
8.4.1 Define adverb
8.4.2 Use adverbs of time, place, and manner

8.5 Prepositions
8.5.1 Identify prepositions
8.5.2 Use prepositional phrases as adjectives and adverbs
8.5.3 Identify objects of preposition

8.6 Conjunctions
8.6.1 Define a conjunction
8.6.2 Use a conjunction in sentences

8.7 Identify interjections

8.8 Verbs
8.8.1 Define a verb and a verb phrase
8.8.2 Kinds of verbs
8.8.2.1 Use action verbs
8.8.2.2 Use state of being verbs
8.8.3 Forms of verbs
8.8.3.1 Use regular verbs and their tenses
8.8.3.2 Use irregular verbs and their tenses
8.8.4 Show agreement of subject and verb
8.8.5 Use transitive and intransitive verbs

9.0 HANDWRITING

9.1 Form each letter and letter combination correctly
9.2 Slant all letters the same way
9.3 Space letters evenly in words
9.4 Space words evenly in sentences
9.5 Dot i's and j's
9.6 Cross t's and x's
9.7 Make all strokes heavy enough to be seen
9.8 Make capital letters and tall small letters the same height
9.9 Make the loops in loop letters the correct size and height
9.10 Make all beginning and connecting strokes
9.11 Make correct margins
9.12 Develop neatness in writing
9.13 Develop proper size in writing

10.0 SPELLING

10.1 Consonants
10.1.1 Key consonant sounds
10.1.1.1 Spell words having the same consonant sound as the letter (dog)
10.1.1.2 Spell words having two consonants with one sound (wh, ch, ng, th)
10.1.1.3 Spell words with g having a j sound (general, judge)
10.1.2 Variations of k sound
10.1.2.1 Spell c and k words having the k sound (cat, keep)
10.1.2.2 Spell ck words having k sound (clock, pickle)
10.1.2.3 Spell ch words having k sound (Christmas, anchor, stomach)
10.1.2.4 Spell x words having the ks sound (box, mixture)
10.1.2.5 Spell qu words having kw sound (queen)
10.1.3 Variations of single and double letter consonant letter sounds
10.1.3.1 Spell s words having z sound (scissors)
10.1.3.2 Spell c words having s sound (city, society)
10.1.3.3 Spell ph and gh words having f sound (phonics, telephone, laugh)
10.1.3.4 Spell th words (throat, either)
10.1.3.5 Spell nk words having ngk sounds (bank)
10.1.4 Silent consonants
10.1.4.1 Spell double consonant words having one sound (alley)
10.1.4.2 Spell gh words (night)
10.1.4.3 Spell g, l, k, and w words (gnat, talk, knot, write)
10.1.4.4 Spell b words (thumb)
10.1.4.5 Spell t words (often, listen)

10.2 Vowels
10.2.1 Long vowel sounds
10.2.1.1 Spell words having a vowel, consonant, vowel pattern (hope, event)
10.2.1.2 Spell words having a vowel-vowel consonant pattern with the second vowel silent (boat, feature)
10.2.1.3 Spell final y words having long e sound (tiny)

10.2.2 Spell words with short vowel sounds (cat, get, hit, got, us, battery)
10.2.3 Variations of long and short vowel sounds
- 10.2.3.1 Spell y words having long i sound (multiply)
- 10.2.3.2 Spell ay words having long a sound (pray)
- 10.2.3.3 Spell ou words having long o or u sound (court, soup)
- 10.2.3.4 Spell ow words having ou-e sound (out, towel)
- 10.2.3.5 Spell oo words having both long and short sounds (boot, smooth)
- 10.2.3.6 Spell oi and oy words having oi sound (boy, soil)
- 10.2.3.7 Spell o, al, au, and aw words having o sound as in off (cross, naughty, crawl, mall)

10.2.4 Indefinite vowel sounds
- 10.2.4.1 Spell words ending with al, el, il, ul, and le (apple, pedal, pupil, barrel, careful)
- 10.2.4.2 Spell words with r controlled syllables (car, actor, meter, bird, spur)

10.2.5 Spell ie and ei words having different vowel sounds (receive, weigh, niece)
10.2.6 Spell phonetically irregular words (steak, route, mind, are)

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The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 GRAMMAR AND MECHANICS

- 1.1 Parts of speech
  - 1.1.1 Nouns
    - 1.1.1.1 Define a noun
    - 1.1.1.2 Locate nouns in simple sentences
    - 1.1.1.3 Definitions
      - 1.1.1.3.1 Define common nouns
      - 1.1.1.3.2 Define proper nouns
      - 1.1.1.3.3 Define collective nouns
      - 1.1.1.3.4 Define abstract nouns
      - 1.1.1.3.5 Define concrete nouns
    - 1.1.1.4 Identify common nouns
    - 1.1.1.5 Capitalize proper nouns
    - 1.1.1.6 Know that a collective noun subject treated as a group requires a singular verb
    - 1.1.1.7 Know that a collective noun subject treated as individuals requires a plural verb
    - 1.1.1.8 Differentiate between concrete and abstract nouns
    - 1.1.1.9 Properties of nouns and pronouns
      - 1.1.1.9.1 Identify first, second, and third person
      - 1.1.1.9.2 Write the plurals and possessives of nouns
      - 1.1.1.9.3 Know the masculine, feminine, common, and neuter gender of nouns
  - 1.1.2 Pronouns
    - 1.1.2.1 Define a pronoun
    - 1.1.2.2 Kinds of pronouns
      - 1.1.2.2.1 Know personal pronouns
      - 1.1.2.2.2 Recognize indefinite pronouns
      - 1.1.2.2.3 Recognize interrogative pronouns
      - 1.1.2.2.4 Recognize possessive pronouns
    - 1.1.2.3 Select the correct pronoun to agree with its antecedent
    - 1.1.2.4 Case of personal pronoun
      - 1.1.2.4.1 Define nominative case
      - 1.1.2.4.2 Name the nominative case pronouns
      - 1.1.2.4.3 Define objective case
      - 1.1.2.4.4 Name the objective case pronouns
      - 1.1.2.4.5 Know the correct spelling of possessive case pronouns
  - 1.1.3 Verbs
    - 1.1.3.1 Defining verbs
      - 1.1.3.1.1 Differentiate between action and being verbs
      - 1.1.3.1.2 Know selected auxiliary (helping) verbs
      - 1.1.3.1.3 Know that changing the auxiliary verb changes the meaning of the sentence
      - 1.1.3.1.4 Know that an action verb may have one, two, or three helping verbs
      - 1.1.3.1.5 Know that a verb form made by adding ing is not a true verb without a helping verb
      - 1.1.3.1.6 Recognize that an auxiliary verb not followed by an action verb is called a verb of being
    - 1.1.3.2 Verbs as simple predicates
      - 1.1.3.2.1 Know that a simple predicate may have one, two, three, or four words called a verb phrase
      - 1.1.3.2.2 Recognize that parts of a verb phrase may be separated by other words
      - 1.1.3.2.3 Know that part of the verb may be within a contraction
    - 1.1.3.3 Tense of verbs
      - 1.1.3.3.1 Know that in grammar the term "tense" is used instead of "time"
      - 1.1.3.3.2 Recognize that tense will show when something is, was, or will be happening
      - 1.1.3.3.3 Name the six tenses
      - 1.1.3.3.4 Conjugate a verb in the six tenses, active and passive voice
    - 1.1.3.4 Principal parts of verbs
      - 1.1.3.4.1 Know that verbs have three principal parts: the present, the past, and the past participle
      - 1.1.3.4.2 Know that verbs are called "regular" if the past and past participle are formed by adding d or ed to the present
      - 1.1.3.4.3 Recognize that verbs are called "irregular" if the past and past participle forms are spelled differently from the present
      - 1.1.3.4.4 Know that the present participle is sometimes included with the principal parts and is made by adding ing to the present

1.1.3.4.5 Know that the past participle form always needs a helping verb
1.1.3.4.6 Know that principal parts of irregular verbs can be found in the dictionary
1.1.3.4.7 Know the principal parts of commonly used irregular verbs

1.1.3.5 Transitive verbs
1.1.3.5.1 Know that transitive active verbs have a direct object as the receiver of the action
1.1.3.5.2 Use transitive active verbs in a narrative composition
1.1.3.5.3 Know that transitive passive verbs have the subject as the receiver of the action

1.1.3.6 Intransitive verbs
1.1.3.6.1 Define intransitive linking verbs
1.1.3.6.2 Know the linking verbs: forms of be, taste, smell, sound, look, feel, grow, seem, become, and appear
1.1.3.6.3 Recognize intransitive linking verbs in sentences
1.1.3.6.4 Define intransitive complete verbs
1.1.3.6.5 Recognize intransitive complete verbs in sentences

1.1.4 Adjectives
1.1.4.1 Define an adjective
1.1.4.2 Recognizing simple adjectives
1.1.4.2.1 Know the articles a, an, and the
1.1.4.2.2 Recognize possessive pronouns (no apostrophe) functioning as adjectives
1.1.4.2.3 Recognize possessive nouns (always have an apostrophe) functioning as adjectives
1.1.4.2.4 Recognize proper adjectives derived from proper nouns
1.1.4.3 Know that a predicate adjective completes a linking verb and describes the subject
1.1.4.4 Know that prepositional phrases may function as adjectives
1.1.4.5 Diagram sentences using simple adjectives, predicate adjectives, and prepositional phrases functioning as adjectives
1.1.4.6 Degrees of comparison
1.1.4.6.1 Know that the positive degree is the adjective in its simplest form
1.1.4.6.2 Know that the comparative degree is formed by suffixing er or prefixing more to the simple adjective
1.1.4.6.3 Know that the comparative degree is used to compare two persons, places, or things
1.1.4.6.4 Know that the superlative degree is formed by suffixing est or prefixing most
1.1.4.6.5 Know that the superlative degree is used to compare more than two persons, places, or things

1.1.5 Adverbs
1.1.5.1 Define an adverb
1.1.5.2 Recognize adverbs
1.1.5.3 Recognize prepositional phrases functioning as adverbs
1.1.5.4 Diagram sentences using simple adverbs and prepositional phrases functioning as adverbs
1.1.5.5 Form adverbs from adjectives
1.1.5.6 Degrees of comparison
1.1.5.6.1 Know that the positive degree is the adverb in its simplest form
1.1.5.6.2 Know that the comparative degree is formed by suffixing er or prefixing more to the simple adverb
1.1.5.6.3 Know that the superlative degree is formed by suffixing est or prefixing most
1.1.5.7 Recognize that not, even in a contraction, is an adverb
1.1.5.8 Recognize that the introductory there may be an expletive rather than a true adverb

1.1.6 Preposition
1.1.6.1 Define preposition
1.1.6.2 Recognize prepositions in a given sentence
1.1.6.3 Define prepositional phrase
1.1.6.4 Recognize prepositional phrases
1.1.6.5 Define the object of a preposition
1.1.6.6 Know that prepositional phrases may function as adjectives or adverbs
1.1.6.7 Diagram sentences using prepositional phrases
1.1.6.8 Know that a preposition requires an object in any sentence
1.1.6.9 Use the appropriate preposition to convey accurate meaning

1.1.7 Conjunctions
1.1.7.1 Define conjunction
1.1.7.2 Know that a coordinate joins words, phrases, or clauses of equal rank
1.1.7.3 List the coordinate conjunctions

1.1.8 Interjections
- 1.1.8.1 Define interjection
- 1.1.8.2 Know that a mild interjection is followed by a comma
- 1.1.8.3 Know that a strong interjection is followed by an exclamation point

1.2 Sentence elements

1.2.1 Simple subject
- 1.2.1.1 Know that a simple subject is a noun or a pronoun that tells who or what is or is doing something
- 1.2.1.2 Recognize the simple subject
- 1.2.1.3 Identify the basic sentence pattern N-V (subject-verb)
- 1.2.1.4 Diagram sentences using the N-V sentence pattern

1.2.2 Simple predicate
- 1.2.2.1 Know that a simple predicate is a verb or verb phrase that tells what the subject is or does
- 1.2.2.2 Recognize the simple predicate

1.2.3 Direct object
- 1.2.3.1 Know that a direct object is a noun or a pronoun which receives the action of the verb and answers the questions what or whom
- 1.2.3.2 Recognize direct objects
- 1.2.3.3 Identify the basic sentence pattern N-V-N (subject-verb-direct object)
- 1.2.3.4 Diagram sentences having direct objects

1.2.4 Indirect object
- 1.2.4.1 Know that an indirect object is a noun or a pronoun which tells to whom or for whom something is done, said, or given
- 1.2.4.2 Recognize indirect objects
- 1.2.4.3 Identify the basic sentence pattern N-V-N-N (subject-verb-indirect object-direct object)
- 1.2.4.4 Diagram sentences having indirect objects

1.2.5 Subjective complements
- 1.2.5.1 Know that the predicate nominative is a noun or a pronoun that completes the linking verb and renames the subject
- 1.2.5.2 Know that the predicate adjective completes the linking verb and describes the subject
- 1.2.5.3 Recall the linking verbs
- 1.2.5.4 Identify the N-LV-N sentence pattern (subject-linking verb-predicate nominative)
- 1.2.5.5 Identify the N-LV-Adj sentence pattern (subject-linking verb-predicate adjective)
- 1.2.5.6 Diagram sentences with subjective complements
- 1.2.5.7 Produce sentences with subjective complements

1.2.6 Appositives
- 1.2.6.1 Know that an appositive is a noun or a pronoun, with or without modifiers, which renames the noun or pronoun just preceding it
- 1.2.6.2 Recognize appositives
- 1.2.6.3 Know that an appositive with modifiers is set off by commas
- 1.2.6.4 Diagram sentences having appositives
- 1.2.6.5 Know that the case of an appositive is determined by the noun with which the appositive is in apposition

1.2.7 Nominative of address
- 1.2.7.1 Know that a nominative of address (noun of direct address) is a noun used in speaking directly to a person
- 1.2.7.2 Use commas to set off a nominative of address

1.3 Punctuation and capitalization

1.3.1 Punctuation

1.3.1.1 Kinds of sentences
- 1.3.1.1.1 Know that a declarative sentence makes a statement and is followed by a period
- 1.3.1.1.2 Know that an interrogative sentence asks a question and is followed by a question mark
- 1.3.1.1.3 Know that an imperative sentence gives a command or makes a request and is usually followed by a period
- 1.3.1.1.4 Know that an imperative sentence is followed by an exclamation point to show strong feeling
- 1.3.1.1.5 Know that an exclamatory sentence shows strong feeling and is followed by an exclamation point

1.3.1.2 Commas
- 1.3.1.2.1 Use a comma after each item in a series except the last
- 1.3.1.2.2 Use commas to set off the parts of dates from each other and following the last part of the date in a sentence
- 1.3.1.2.3 Use commas to set off the parts of an address from each other and following the last part of the address in a sentence
- 1.3.1.2.4 Use a comma or commas to set off parenthetical expressions
- 1.3.1.2.5 Use comma(s) to set off nouns of direct address (nominative of address)

1.3.1.2.6 Use comma(s) to set off words used as non-restrictive appositives
1.3.1.2.7 Use comma(s) to set off the exact words of a speaker from the rest of the sentence
1.3.1.2.8 Use a comma to set off introductory words or phrases when in reading a sentence aloud, a pause is necessary
1.3.1.2.9 Use a comma after the salutation of a friendly letter and after the complimentary close of any letter

1.3.1.3 Quotation marks
1.3.1.3.1 Place quotation marks before and after the exact words of a speaker
1.3.1.3.2 Place quotation marks around each part of a divided quotation
1.3.1.3.3 Place no quotation marks around an indirect quotation
1.3.1.3.4 Use quotation marks around the titles of short stories, one-act plays, articles, songs, poems, and themes

1.3.1.4 Other punctuation marks
1.3.1.4.1 Use a period after abbreviations and initials
1.3.1.4.2 Use a colon when time is stated in figures
1.3.1.4.3 Use a colon after the salutation of a business letter
1.3.1.4.4 Use a colon to introduce a list of items
1.3.1.4.5 Underline titles of books and periodicals
1.3.1.4.6 Use a hyphen in spelling out numbers from twenty-one to ninety-nine
1.3.1.4.7 Use a hyphen or hyphens between words that make up a compound adjective used before a noun
1.3.1.4.8 Use a hyphen to separate the syllables of a word when a division occurs at the end of a line

1.3.2 Capitalization
1.3.2.1 Capitalize abbreviations and initials
1.3.2.2 Capitalize the first word in the complimentary close of a letter
1.3.2.3 Capitalize the first word of a direct quotation
1.3.2.4 Capitalize the first word and all nouns in the salutation of a letter
1.3.2.5 Capitalize the pronoun I when used alone and in contractions
1.3.2.6 Capitalize the first word and all important words in titles
1.3.2.7 Capitalize the points of the compass
1.3.2.8 Capitalize north, south, east, and west when referring to sections of the country but not in giving directions
1.3.2.9 Capitalize the first word in each entry of an outline
1.3.2.10 Capitalize names of religions and words referring to the Bible and the Deity
1.3.2.11 Capitalize proper nouns and proper adjectives
1.3.2.12 Do not capitalize the names of school subjects except languages and course names followed by a number
1.3.2.13 Capitalize words showing family relationship when used in the place of a person's name, but not when preceded by a possessive
1.3.2.14 Capitalize the first word in a sentence
1.3.2.15 Capitalize days of the week, months of the year, and holidays but not seasons of the year

1.4 Usage
1.4.1 Agreement of subject and verb
1.4.1.1 Know that number means singular or plural
1.4.1.2 Use a present singular verb (the s form) with a singular subject
1.4.1.3 Use a present plural verb (the null form) with a plural subject
1.4.1.4 Use a plural verb if a compound subject is joined by the conjunction and
1.4.1.5 Recognize that compound subjects joined by and may be singular in meaning and require a singular verb (e.g. macaroni and cheese)
1.4.1.6 Know that subjects may be plural in form but singular in meaning (measles, mumps) and require a singular verb
1.4.1.7 Use a verb to agree with the nearest subject when a compound subject is joined by or or nor

1.4.2 Agreement of a pronoun with its antecedent
1.4.2.1 Know that an antecedent is the word to which a pronoun refers
1.4.2.2 Make a pronoun agree with its antecedent in person, number, and gender

1.4.3 Use principal parts of verbs correctly
1.4.4 Use adverbs correctly
1.4.5 Use the correct case of personal pronouns
1.4.6 Use prepositions correctly

1.5 Types of sentences
1.5.1 Know that a simple sentence must have a subject and a predicate either or both of which may be compound
1.5.2 Know that a compound sentence consists of two or more simple sentences joined by a coordinating conjunction
1.5.3 Use a comma following each simple sentence within a compound sentence if the sentence warrants the use of a comma

2.0 LITERATURE

- 2.1 Classify stories according to type such as: adventure, mystery, science fiction, fairy tale, fable, folk tale, drama, animal, biography, and autobiography
- 2.2 Reading comprehension skills
  - 2.2.1 Note details of material being read
  - 2.2.2 Consider motives and inner drives of characters
  - 2.2.3 Make inferences
  - 2.2.4 Make judgments of character and actions
  - 2.2.5 Relate literature to life
  - 2.2.6 Distinguish between stated and implied information
  - 2.2.7 Note the effect of context on word meaning
  - 2.2.8 Organize ideas sequentially
  - 2.2.9 State the author's purpose in writing the selection
  - 2.2.10 State abstract ideas in concrete terms
  - 2.2.11 Relate the conflict that dominates each story
  - 2.2.12 Clarify place relationships
- 2.3 Literary terms
  - 2.3.1 Differentiate between fiction and non-fiction
  - 2.3.2 Distinguish between prose and poetry
  - 2.3.3 Identify setting and plot
  - 2.3.4 Explain "point of view"
  - 2.3.5 Recognize symbolism in titles and character's names
  - 2.3.6 Give an example of figures of speech including simile, metaphor, and personification
  - 2.3.7 Recognize the use of satire and irony
  - 2.3.8 Define poet laureate, poetic license, and anthology
  - 2.3.9 Explain how the narrator relates to point of view
  - 2.3.10 Identify the antagonist and protagonist
  - 2.3.11 Note examples of realism and supernaturalism
  - 2.3.12 Recognize fantasy in a literary work
  - 2.3.13 Recognize the moral in a story
  - 2.3.14 Define sequel
- 2.4 Techniques
  - 2.4.1 Identify the type of conflict used in a story (man vs. man, man vs. nature, man vs. himself)
  - 2.4.2 Recognize the methods used by an author in characterization
  - 2.4.3 Give examples of methods of conveying humor such as exaggeration, language, contrast, and situation
  - 2.4.4 Recognize mythological allusions used by an author
- 2.5 Poetry
  - 2.5.1 Types
    - 2.5.1.1 Know the structure of a limerick
    - 2.5.1.2 Write a limerick
    - 2.5.1.3 Know the form of a haiku
    - 2.5.1.4 Write a haiku
    - 2.5.1.5 Know the pattern of a ballad
    - 2.5.1.6 Write a ballad
    - 2.5.1.7 Know that a narrative poem relates a story
    - 2.5.1.8 Write an adaptation in prose of a narrative poem
    - 2.5.1.9 Know that a lyric poem is a personal message from the poet to his readers revealing his innermost thoughts
    - 2.5.1.10 Write the personal message expressed by the poet in a lyric poem
  - 2.5.2 Terms
    - 2.5.2.1 Define rhythm, rhyme, and meter
    - 2.5.2.2 Know that poetry must have rhythm but does not have to have a rhyme scheme
    - 2.5.2.3 Know the symbols for stressed and unstressed syllables
    - 2.5.2.4 Know the symbol to mark a pause in a line of poetry
    - 2.5.2.5 Mark poetry to indicate stressed and unstressed syllables
- 2.6 Analyze a fable

3.0 COMPOSITION

- 3.1 Developing sentence sense
  - 3.1.1 Detect a sentence fragment
  - 3.1.2 Correct sentence fragments
  - 3.1.3 Detect run-on sentences
  - 3.1.4 Revise run-on sentences by using correct punctuation and capitalization
- 3.2 Achieving sentence variety
  - 3.2.1 Correct a choppy style by combining short, related sentences using compound subjects and/or verbs
  - 3.2.2 Combine short, choppy sentences into one sentence by using such connecting words as after, although, as, because, before, if, since, so, so that, when, whether, or while

3.2.3 Correct a rambling style by avoiding the overuse of and, but, and so
3.2.4 Correct a rambling style by using connecting words such as when, because, before, etc., to show the proper relationship between ideas
3.2.5 Correct a monotonous style by using adverbs, adjectives and prepositional phrases to vary the beginnings of sentences

3.3 Paragraphs
3.3.1 Structure
3.3.1.1 Recognize a series of sentences that explain or clarify a main idea
3.3.1.2 Identify the topic sentence at any position in a paragraph
3.3.1.3 Recognize a topic sentence developed by giving details, example, or comparison
3.3.1.4 Summarize a paragraph with a concluding or clincher sentence which restates in different words the topic sentence
3.3.2 Development
3.3.2.1 Write a paragraph in which all supportive sentences relate to the idea expressed in the topic sentence to have unity
3.3.2.2 Write a paragraph using natural, smooth sentences that have a clear and logical relationship to have coherence
3.3.2.3 Write a paragraph organizing information in chronological order to explain a process
3.3.2.4 Write a paragraph that deals with ideas organizing the details in order of their importance
3.3.2.5 Use words or phrases that carry meaning from one sentence to another

3.4 Outlining
3.4.1 Construct a topic (or a sentence) outline
3.4.2 Know that main ideas are labeled with Roman numerals
3.4.3 Know that at least two subpoints give information about a main point and are labeled A, B, C, etc.
3.4.4 Know that at least two details tell more about a subpoint and are labeled 1, 2, 3, etc.
3.4.5 Use a period after each division number or letter
3.4.6 Capitalize the first word of each point
3.4.7 Indent each division number or letter equally
3.4.8 Know that only topics (or sentences) are used in the same outline

3.5 Letter writing
3.5.1 Writing a friendly letter
3.5.1.1 Write the writer's address in two lines in the upper right hand corner in the heading
3.5.1.2 Put a comma between the city and the state
3.5.1.3 Put the zip code after the state
3.5.1.4 Do not set off the zip code with any punctuation
3.5.1.5 Write the date on the third line of the heading, with a comma between the day of the month and the year
3.5.1.6 Use no punctuation at the ends of the lines in the heading
3.5.1.7 Write the salutation (greeting) a short space below the heading flush with the left hand margin
3.5.1.8 Capitalize the first word and all nouns in the salutation of a letter
3.5.1.9 Put a comma after the salutation
3.5.1.10 Indent the first line of the body of a letter using the same indention for the first line of each paragraph
3.5.1.11 Begin the closing a little to the right of center
3.5.1.12 Capitalize only the first word of the closing
3.5.1.13 Put a comma after the closing
3.5.1.14 Place the signature beneath the closing
3.5.1.15 Do not put any punctuation that is not a part of the signature
3.5.2 Writing the business letter
3.5.2.1 Write a complete heading: street address on the first line; city, state, and zip code on the second line, with a comma between the city and state; date on the third line, with a comma between the day and the year
3.5.2.2 Place the inside address a short space below the heading beginning at the left margin
3.5.2.3 Write an inside address: name of the person or firm to whom the letter is written on the first line; street address on the second line; city, state, and zip code on the third line, with a comma between the city and state
3.5.2.4 Place the salutation a quarter inch below the inside address, flush with the left-hand margin
3.5.2.5 Follow a business salutation with a colon
3.5.2.6 Indent the first line of each paragraph in the body unless pure block style is used
3.5.2.7 State in the body only necessary details
3.5.2.8 Use a standard closing of a business letter such as Yours truly or Sincerely yours
3.5.2.9 Capitalize the first word only of a closing
3.5.2.10 Follow the closing with a comma

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3.5.2.11 Sign the first and last names in the signature
3.5.2.12 Omit a title (Mr., Miss, etc.) before a handwritten signature

3.5.3 Addressing the envelope
3.5.3.1 Place the name and address of the person to whom the letter is sent just below the middle and to the left center of the envelope
3.5.3.2 Place the writer's name and address in the upper left-hand corner
3.5.3.3 Use no title before the writer's name in the return address

3.6 Writing a narrative
3.6.1 Outline a narrative by listing the time, place, people involved, what happened, and the feelings of the writer at the time
3.6.2 Prepare a story plan that has a beginning, a middle, and an end
3.6.3 Develop a narrative by giving specific and necessary details
3.6.4 Include dialogue within a narrative to create realism
3.6.5 Use details that appeal to the senses especially in writing a descriptive narrative

4.0 LIBRARY SKILLS AND SIMPLE RESEARCH

4.1 Know library rules and regulations
4.2 Dewey Decimal System of classifying nonfiction books
4.2.1 Know the ten major divisions
4.2.2 Know that biographies are shelved in a specific area, alphabetically, by the last name of the subject
4.3 Know the Cutter System for shelving fiction books
4.4 Card catalog
4.4.1 Identify the call number of the book
4.4.2 Locate a book on the shelves using the call number
4.4.3 Types of cards in the card catalog
4.4.3.1 Recognize a title card
4.4.3.2 Locate a book using a title card
4.4.3.3 Recognize an author card
4.4.3.4 Locate a book using an author card
4.4.3.5 Recognize a subject card
4.4.3.6 Locate a book using a subject card
4.4.4 Identify the publisher of a book using the card catalog
4.4.5 Find the copyright date of a book by using the card catalog
4.4.6 Find the number of pages in a book by using a card from the card catalog
4.4.7 Determine if illustrations are used in a book by using a card in the card catalog
4.5 Dictionary
4.5.1 Arrange a list of words in alphabetical order
4.5.2 Recognize the guide words on a dictionary page
4.5.3 Use the guide words to locate a word on the page
4.5.4 Choose the definition to fit the word in context
4.5.5 Divide words into syllables using the dictionary
4.5.6 Find the correct spelling of a word
4.5.7 Find the correct pronunciation of a word
4.5.8 Trace the etymology of a word
4.5.9 Classify the word according to part of speech
4.5.10 Know that irregular plurals of nouns may be found in the dictionary
4.5.11 Know that principal parts of irregular verbs may be found in the dictionary
4.5.12 Know that synonyms and antonyms may be given for some words
4.6 Reference books
4.6.1 Specify the kind of reference book to be used to locate given information
4.6.2 Encyclopedias
4.6.2.1 Answer specified questions using the encyclopedia
4.6.2.2 Know that the index may be consulted to find topics that are difficult to locate
4.6.3 Almanacs
4.6.3.1 Know that the information in an almanac is indexed according to the general subject
4.6.3.2 Use an almanac to answer specified questions
4.6.3.3 Know that the index in World Almanac is located in the front of the book
4.6.4 Readers' Guide to Periodical Literature
4.6.4.1 Know that the Readers' Guide is an index to articles in magazines
4.6.4.2 Know that the key for abbreviations used is given in the front of the book
4.6.4.3 Use the Readers' Guide to locate designated information
4.6.5 Books of quotations
4.6.5.1 Know that a quotation may be indexed according to a key word in the quotation or according to the person who coined the quotation
4.6.5.2 Use a book of quotations to locate specified information
4.6.6 Atlas
4.6.6.1 Know that an atlas is arranged alphabetically by continents

4.6.6.2 Recognize the categories of information that are contained in an atlas
4.6.7 Know the titles of specialized subject area reference books that are available
4.6.8 Know the titles of biographical indexes that are available

4.7 Parts of a book
4.7.1 Know the information found on the title page
4.7.2 Locate the copyright date
4.7.3 Know why the copyright date is important
4.7.4 Know the type information to be found in the table of contents
4.7.5 Know how to use the index of a book

4.8 Bibliography
4.8.1 Define bibliography
4.8.2 Know how to write a bibliography entry
4.8.3 Know how to use a bibliography about a given subject

5.0 SPELLING AND VOCABULARY

5.1 Plurals
5.1.1 Define the word "plural"
5.1.2 Know that most nouns form their plurals by adding s
5.1.3 Know that nouns ending in sh, ch, s, x, or z form their plurals by adding es
5.1.4 Know that nouns ending in y preceded by a consonant form their plurals by changing the y to i and adding es
5.1.5 Know that nouns ending in y preceded by a vowel form their plurals regularly
5.1.6 Recognize foreign plurals (alumnus-alumni; basis-bases)
5.1.7 Recognize archaic plurals (child-children; ox-oxen)
5.1.8 Recognize words having the same singular and plural form (deer-deer; trout-trout)
5.1.9 Know that in a hyphenated compound noun, the plural is added to the word which names the object (sister-in-law--sisters-in-law; editor-in-chief--editors-in-chief)
5.1.10 Know that when a noun ends in ful, add the plural to the end (cupful-cupfuls)
5.1.11 Know to form the plurals of letters, figures, and signs, add 's

5.2 Possessives
5.2.1 Define "possessive"
5.2.2 Use 's to form the singular possessive
5.2.3 Add 's to plural forms not ending in s
5.2.4 Add an apostrophe to plural forms ending in s
5.2.5 Add 's at the end of hyphenated compound nouns (commander-in-chief's army)
5.2.6 Know that the apostrophe shows omission of letters in contractions
5.2.7 Show joint possession by placing the sign of the possessive on the last item (Bill and Ed's house)

5.3 Affixes
5.3.1 Define affixes
5.3.2 Know that prefixes are prefixed to words without any change in spelling
5.3.3 Recognize prefixes, suffixes and roots in words
5.3.4 Know that in one syllable words ending in silent e, drop the e before adding a suffix beginning with a vowel
5.3.5 Know that one syllable words ending in a single consonant preceded by a single vowel, double the final consonant before adding the suffix

5.4 Antonyms
5.4.1 Define antonyms
5.4.2 Recognize antonyms in a list of word pairs
5.4.3 Construct original sentences using antonyms

5.5 Synonyms
5.5.1 Define synonyms
5.5.2 Recognize synonyms in a list of words
5.5.3 Use reference books of synonyms (Roget's Thesaurus)

5.6 Homonyms
5.6.1 Define homonyms
5.6.2 Use given homonyms in sentences
5.6.3 Prepare a list of homonyms

5.7 Spelling demons
5.7.1 Spell ie and ei words
5.7.2 Differentiate between the spellings of homonyms
5.7.3 Spell correctly the spelling demons designated in text or by teacher

5.8 Syllabication
5.8.1 Know that if the first vowel (or vowel element) in a word is followed by a single consonant, that consonant usually begins the second syllable--pupa (pu pa), meager (mea ger), mica (mi ca), scabies (sca bies)
5.8.2 Know that if a word ends in -le preceded by a consonant, that consonant usually begins the last syllable--beetle (bee tle), title (ti tle), crumple (crum ple), staple (sta ple)
5.8.3 Know that a word having a double consonant in the middle is divided between the consonants--mister (mis ter), wedding (wed ding)

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LEVEL VIII (GRADE EIGHT)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 MECHANICS

1.1 Capitalization

- 1.1.1 Capitalize proper nouns and proper adjectives
- 1.1.2 Capitalize a common noun when it is part of a proper noun
- 1.1.3 Capitalize references to religions and denominations, to the Bible and its parts, and to the Deity
- 1.1.4 Capitalize the specific names of trains, ships, planes, and buildings
- 1.1.5 Capitalize the first word of a sentence
- 1.1.6 Capitalize the first word of a quotation
- 1.1.7 Capitalize the first word of a line of poetry
- 1.1.8 Capitalize titles used with names of people
- 1.1.9 Capitalize initials that stand for the names of people
- 1.1.10 Capitalize such words as Mother, Father, Grandmother, Grandfather, Sister, Son, and Daughter when they are used instead of the person's name
- 1.1.11 Capitalize the word I
- 1.1.12 Capitalize the first word, the last word, and every important word within a title
- 1.1.13 Capitalize the names of directions when they mean a particular section of a country or of the world (the South, the West, the Northwest)
- 1.1.14 Capitalize names of school subjects when they are derived from proper nouns

1.2 Punctuation

- 1.2.1 Use a period to end a declarative sentence
- 1.2.2 Use a period to end an imperative sentence
- 1.2.3 Use a period to follow initials
- 1.2.4 Use a period to follow abbreviations
- 1.2.5 Use a period to show decimals or dollars and cents
- 1.2.6 Use a question mark to end an interrogative sentence
- 1.2.7 Use an exclamation point to end an exclamatory sentence
- 1.2.8 Use a comma or commas to set off a noun in direct address
- 1.2.9 Use a comma or commas to set off non-restrictive appositives
- 1.2.10 Use a comma or commas to set off parenthetical expressions
- 1.2.11 Use a comma to follow an introductory oh, yes, no, or well
- 1.2.12 Use a comma or commas to separate the exact words of a speaker from the rest of the sentence
- 1.2.13 Use the comma to set off every item after the first in an address
- 1.2.14 Use a comma to set off every item after the first in a date
- 1.2.15 Use a comma to separate items in a series
- 1.2.16 Use a comma to precede a conjunction that connects the two parts of a compound sentence
- 1.2.17 Use a comma to follow an introductory adverb clause
- 1.2.18 Use a comma to set off an introductory phrase containing a verb form
- 1.2.19 Use a comma to follow the greeting of a social letter
- 1.2.20 Use a comma to follow the closing of a letter
- 1.2.21 Use quotation marks to enclose the exact words of a speaker
- 1.2.22 Use quotation marks to enclose titles of short stories, short plays, articles, songs, poems, themes, and chapter titles
- 1.2.23 Use single marks to enclose a quotation within a quotation
- 1.2.24 Use a colon to indicate something that is to follow, such as a list or an explanation
- 1.2.25 Use a colon to write the time in figures
- 1.2.26 Use a colon to follow the greeting in a business letter
- 1.2.27 Use a colon to introduce a long formal quotation
- 1.2.28 Use a hyphen in spelling out numbers from twenty-one to ninety-nine
- 1.2.29 Use a hyphen in writing compound adjectives
- 1.2.30 Use a hyphen in writing compound nouns which are not written in separate or solid form
- 1.2.31 Use a hyphen to indicate a word is continued on the following line
- 1.2.32 Underline the titles of books, newspapers, magazines, and other periodicals
- 1.2.33 Underline the names of airplanes, trains, and ships
- 1.2.34 Use a dash to show a sharp break in thought
- 1.2.35 Use a dash to set off parenthetical elements in informal writing
- 1.2.36 Use a semicolon to separate related independent clauses that are not connected by a coordinating conjunction
- 1.2.37 Use a semicolon to separate independent clauses connected by such words as however, indeed, besides, and consequently
- 1.2.38 Use an apostrophe to indicate that a letter or letters have been omitted to form a contraction
- 1.2.39 Use an apostrophe to form the plurals of numbers, letters, and signs
- 1.2.40 Use an apostrophe to form the possessive of nouns

2.0 GRAMMAR

2.1 Parts of speech

2.1.1 Nouns

2.1.1.1 Recognition of nouns
- 2.1.1.1.1 Define nouns as a part of speech
- 2.1.1.1.2 Identify nouns in sentences

2.1.1.2 Kinds of nouns
- 2.1.1.2.1 Produce a list of the kinds of nouns: common, proper, abstract, concrete, collective, compound
- 2.1.1.2.2 Define the kinds of nouns listed: common, proper, abstract, concrete, collective, compound
- 2.1.1.2.3 Classify a given noun
- 2.1.1.2.4 Illustrate the kinds of nouns in sentences
- 2.1.1.2.5 Replace given common nouns with proper nouns
- 2.1.1.2.6 Replace given proper nouns with common nouns

2.1.1.3 Verbals used as nouns
- 2.1.1.3.1 Define gerund
- 2.1.1.3.2 Identify gerunds in given sentences
- 2.1.1.3.3 Define gerund phrase
- 2.1.1.3.4 Identify gerund phrases in given sentences
- 2.1.1.3.5 Construct sentences containing gerunds or gerund phrases
- 2.1.1.3.6 Define infinitive
- 2.1.1.3.7 Identify infinitives in given sentences
- 2.1.1.3.8 Define infinitive phrase
- 2.1.1.3.9 Construct sentences containing infinitives or infinitive phrases

2.1.1.4 Noun determiners
- 2.1.1.4.1 Produce a list of adjectives (determiners)
- 2.1.1.4.2 Recognize that determiners serve as noun markers

2.1.1.5 Gender of nouns
- 2.1.1.5.1 Define gender
- 2.1.1.5.2 Define types of gender: masculine, feminine, neuter, common
- 2.1.1.5.3 State the gender of a given noun

2.1.1.6 Number of nouns
- 2.1.1.6.1 Recognize singular and plural forms of nouns
- 2.1.1.6.2 Apply the rules for spelling plural forms of nouns
- 2.1.1.6.3 Spell the plural forms of nouns correctly in writing

2.1.1.7 Case of nouns
- 2.1.1.7.1 Name the case of nouns: nominative, possessive, objective
- 2.1.1.7.2 Define case
- 2.1.1.7.3 Classify nouns in given sentences according to case
- 2.1.1.7.4 Apply the rules for forming the possessive case of nouns
- 2.1.1.7.5 Use possessive nouns correctly

2.1.1.8 Uses of nouns
- 2.1.1.8.1 Classify nouns in given sentences according to subject, direct object, indirect object, predicate noun, noun of address, object of the preposition, appositive
- 2.1.1.8.2 Develop sentences using nouns as subject, direct object, indirect object, predicate noun, noun of address, object of the preposition, and appositive
- 2.1.1.8.3 Recognize nouns used as compound parts of sentences
- 2.1.1.8.4 Use appositives to combine short, choppy sentences
- 2.1.1.8.5 List the ways nouns may be used in sentences

2.1.1.9 Vivid nouns
- 2.1.1.9.1 Replace given overworked nouns with vivid nouns
- 2.1.1.9.2 Utilize vivid nouns in oral and written composition

2.1.1.10 Noun clauses
- 2.1.1.10.1 Define noun clause
- 2.1.1.10.2 Identify noun clauses in given sentences
- 2.1.1.10.3 Identify the uses of noun clauses in given sentences
- 2.1.1.10.4 Construct sentences using noun clauses according to given directions

2.1.2 Pronouns

2.1.2.1 Recognition of pronouns
- 2.1.2.1.1 Define the term pronoun
- 2.1.2.1.2 Identify pronouns in given sentences

2.1.2.2 Kinds of pronouns
- 2.1.2.2.1 Define the following kinds of pronouns: personal, compound personal, relative, possessive, demonstrative, interrogative, and indefinite

2.1.2.2.2 Group the pronouns listed through memorization: personal, compound personal, relative, possessive, demonstrative, interrogative, and indefinite

2.1.2.2.3 Identify the kinds of pronouns listed in given sentences: personal, compound personal, relative, possessive, demonstrative, interrogative, and indefinite

2.1.2.2.4 Construct sentences containing the kinds of pronouns listed: personal, compound personal, relative, possessive, demonstrative, interrogative, and indefinite

2.1.2.3 Uses of pronouns

2.1.2.3.1 Identify pronouns used as subject, direct object, indirect object, predicate pronoun, object of the preposition, and appositive

2.1.2.3.2 Construct sentences containing pronouns used as subject, direct object, indirect object, predicate pronoun, object of the preposition, and appositive

2.1.2.4 Number

2.1.2.4.1 Distinguish between singular and plural pronouns

2.1.2.4.2 Construct sentences using singular and plural pronouns

2.1.2.5 Person

2.1.2.5.1 Differentiate between first, second, and third person pronouns

2.1.2.5.2 Construct sentences using pronouns in first, second, and third person

2.1.2.6 Gender

2.1.2.6.1 Define gender

2.1.2.6.2 Identify the gender of given pronouns

2.1.2.7 Case

2.1.2.7.1 Name the case of pronouns: nominative, possessive, objective

2.1.2.7.2 Use the nominative case for subject and predicate pronoun in writing and speaking

2.1.2.7.3 Use the possessive case to show ownership or relationship

2.1.2.7.4 Use the objective case for direct object, indirect object, object of the preposition in writing and speaking

2.1.2.7.5 Recognize that an appositive takes the case of the word with which it is in apposition

2.1.2.7.6 Define personal pronouns

2.1.2.7.7 Define relative pronouns

2.1.2.7.8 Identify the case of pronouns in given sentences

2.1.2.7.9 Construct sentences using the correct case of pronouns

2.1.2.8 Agreement

2.1.2.8.1 Make pronouns agree with their antecedents in person, number, and gender

2.1.2.8.2 Construct sentences demonstrating skill in making verbs agree with pronoun subjects

2.1.3 Verbs

2.1.3.1 Recognition of verbs

2.1.3.1.1 Define verb as a part of speech

2.1.3.1.2 Distinguish between action and state of being verbs

2.1.3.1.3 Recognize verbs in given sentences

2.1.3.2 Classification of verbs as to their use

2.1.3.2.1 Locate action verbs in given sentences

2.1.3.2.2 List state of being verbs through memorization

2.1.3.2.3 Define auxiliary verbs

2.1.3.2.4 Locate auxiliary verbs in given sentences

2.1.3.2.5 List auxiliary verbs according to groups

2.1.3.2.6 Determine the composition of verb phrases

2.1.3.2.7 Construct sentences using verb phrases

2.1.3.2.8 Recognize verbs with separated parts

2.1.3.2.9 Demonstrate knowledge of verbs used within contractions

2.1.3.2.10 Define transitive and intransitive verbs

2.1.3.2.11 Identify transitive and intransitive verbs in given sentences

2.1.3.2.12 Write sentences using transitive and intransitive verbs

2.1.3.3 Classification as to form

2.1.3.3.1 Distinguish between regular and irregular verbs

2.1.3.3.2 Explain the formation of regular and irregular verbs

2.1.3.3.3 Choose correct verb forms to complete given sentences

2.1.3.3.4 State the principal parts of given verbs

2.1.3.3.5 Detect present, past, past participle, present participle forms of verbs from given material

2.1.3.3.6 Indicate comprehension of principal parts by listing the parts of given verbs

2.1.3.4 Modification of verbs
- 2.1.3.4.1 Explain such terms as mood, tense, voice, number, and person
- 2.1.3.4.2 Recognize active and passive voice in given statements
- 2.1.3.4.3 Change the voice of verbs in given sentences
- 2.1.3.4.4 Distinguish between singular and plural verbs in given sentences
- 2.1.3.4.5 Determine person in selected statements

2.1.3.5 Conjugation
- 2.1.3.5.1 Define the term tense
- 2.1.3.5.2 Explain the formation of the present, past, future, present perfect, past perfect, and future perfect tenses
- 2.1.3.5.3 Name the six tenses
- 2.1.3.5.4 Illustrate the uses of the six tenses
- 2.1.3.5.5 Arrange given verbs in the six tenses
- 2.1.3.5.6 Identify the tenses of verbs in given sentences
- 2.1.3.5.7 Construct sentences using given tenses of verbs

2.1.3.6 Verbals
- 2.1.3.6.1 Define gerund, infinitive, participle
- 2.1.3.6.2 Determine the uses of the terms listed: gerund, infinitive, participle
- 2.1.3.6.3 Differentiate between present and perfect infinitives
- 2.1.3.6.4 Distinguish infinitive phrases in sentences
- 2.1.3.6.5 Classify present, past, and perfect participles according to use
- 2.1.3.6.6 Employ verbals in sentences

2.1.3.7 Linking verbs
- 2.1.3.7.1 Explain the term linking verb
- 2.1.3.7.2 Indicate what types of verbs are used as linking verbs
- 2.1.3.7.3 List the most commonly used linking verbs

2.1.3.8 Agreement
- 2.1.3.8.1 Make every verb agree with its subject in speaking
- 2.1.3.8.2 Write sentences demonstrating the ability to make each verb agree with its subject

2.1.4 Adjectives
- 2.1.4.1 Define the term adjective
- 2.1.4.2 Recognize proper adjectives, predicate adjectives, limiting, descriptive, and demonstrative adjectives
- 2.1.4.3 Exhibit skill in comparison of adjectives
- 2.1.4.4 Replace overworked adjectives with vivid adjectives
- 2.1.4.5 Avoid the confusion of adjectives and adverbs
- 2.1.4.6 Identify adjectives in sentences
- 2.1.4.7 Expand sentences by adding adjectives
- 2.1.4.8 Identify predicate adjectives in given sentences
- 2.1.4.9 Recognize participles and infinitives as verbals which may function as adjectives
- 2.1.4.10 Define participial and infinitive phrases
- 2.1.4.11 Identify participial and infinitive phrases in given sentences
- 2.1.4.12 Construct sentences using participial and infinitive phrases
- 2.1.4.13 Comprehend the function of adjective clauses
- 2.1.4.14 Identify adjective clauses in given sentences
- 2.1.4.15 Construct sentences containing adjective clauses

2.1.5 Adverbs
- 2.1.5.1 Define the term adverb
- 2.1.5.2 Recognize adverbs of time, cause, place, manner, and degree
- 2.1.5.3 Exhibit skill in comparison of adverbs
- 2.1.5.4 Use exact adverbs in writing and speaking
- 2.1.5.5 Avoid the confusion of adverbs and adjectives
- 2.1.5.6 Identify adverbs in given sentences
- 2.1.5.7 Expand sentences by adding adverbs
- 2.1.5.8 Recognize infinitive phrases as verbals which may function as adverbs
- 2.1.5.9 Identify infinitive phrases used as adverbs in given sentences
- 2.1.5.10 Construct sentences using infinitive phrases as adverbs

2.1.6 Prepositions
- 2.1.6.1 Define the term preposition
- 2.1.6.2 List words commonly used as prepositions
- 2.1.6.3 Define prepositional phrase
- 2.1.6.4 Identify the parts of a prepositional phrase
- 2.1.6.5 Identify the adjective or adverb function of a prepositional phrase
- 2.1.6.6 Construct sentences containing adjective and adverb prepositional phrases
- 2.1.6.7 Use correct prepositions
- 2.1.6.8 Use the objective case of pronouns after prepositions

2.1.7 Conjunctions
- 2.1.7.1 Define the term conjunction
- 2.1.7.2 Differentiate between coordinating, subordinating, and correlative conjunctions
- 2.1.7.3 List the coordinate conjunctions through memorization
- 2.1.7.4 List the correlative conjunctions through memorization

2.1.8 Interjections
- 2.1.8.1 Define interjection
- 2.1.8.2 Punctuate sentences containing mild interjections
- 2.1.8.3 Punctuate sentences containing strong interjections
- 2.1.8.4 Identify interjections in given sentences
- 2.1.8.5 Construct sentences containing interjections

2.2 Sentence structure

2.2.1 Complete sentences
- 2.2.1.1 Define sentence
- 2.2.1.2 Define simple subject
- 2.2.1.3 Define predicate verb
- 2.2.1.4 Locate simple subjects and predicate verbs in sentences
- 2.2.1.5 Define complete subject
- 2.2.1.6 Define complete predicate
- 2.2.1.7 Point out complete subjects and complete predicates in given sentences
- 2.2.1.8 Define sentence fragment
- 2.2.1.9 Identify sentence fragments in given material
- 2.2.1.10 Eliminate fragments by supplying missing parts
- 2.2.1.11 Define run-on sentence
- 2.2.1.12 Identify run-on sentences in given material
- 2.2.1.13 Correct run-on sentences
- 2.2.1.14 Eliminate run-on sentences from personal writing
- 2.2.1.15 Display skill in writing complete sentences

2.2.2 Sentence patterns
- 2.2.2.1 Define the following terms: direct object, indirect object, linking verb, predicate nominative, predicate adjective
- 2.2.2.2 Recognize the following sentence patterns: subject-verb, subject-verb-direct object, subject-verb-indirect object-direct object, subject-linking verb-predicate nominative, subject-verb-predicate adjective
- 2.2.2.3 Demonstrate skill in writing sentences which follow the patterns listed: subject-verb, subject-verb-direct object, subject-verb-indirect object-direct object, subject-linking verb-predicate nominative, subject-verb-predicate adjective

2.2.3 Types of sentences according to form
- 2.2.3.1 Define simple, compound, and complex sentences
- 2.2.3.2 Distinguish between simple sentences with compound parts and compound sentences
- 2.2.3.3 Distinguish between compound and complex sentences
- 2.2.3.4 Identify simple, compound, and complex sentences
- 2.2.3.5 Exhibit skill in the construction of simple, compound, and complex sentences

2.2.4 Types of sentences according to use
- 2.2.4.1 Define declarative, interrogative, imperative, and exclamatory sentences
- 2.2.4.2 Identify the types of sentences listed: declarative, interrogative, imperative, and exclamatory
- 2.2.4.3 Show skill in the construction of the kinds of sentences listed: declarative, interrogative, imperative, and exclamatory

2.2.5 Order of sentences
- 2.2.5.1 Differentiate between natural and inverted order
- 2.2.5.2 Identify sentences which are in natural and inverted order
- 2.2.5.3 Practice restoring inverted sentences to natural order

2.2.6 Arrangement of words in sentences
- 2.2.6.1 Recognize the importance of word order in sentences
- 2.2.6.2 Arrange scrambled words into logical order

3.0 LITERATURE

3.1 Types of literature

3.1.1 Fiction

3.1.1.1 Short story
- 3.1.1.1.1 Recognize the short story as a type of literature
- 3.1.1.1.2 Examine selections of short stories on various subjects
- 3.1.1.1.3 Examine the elements of the short story
- 3.1.1.1.4 Identify the author's attitude
- 3.1.1.1.5 List the concrete details used by the author
- 3.1.1.1.6 Identify the effect the author was seeking to create

3.1.1.1.7 Explain how the ending is appropriate and how it is related to the subject
3.1.1.1.8 Sequence the events in given selections
3.1.1.1.9 Write compositions based on given selections
3.1.1.1.10 Make comparisons and/or contrasts based on selections
3.1.1.1.11 Construct visual aids related to given selections
3.1.1.1.12 Relate the selection to one's personal experience
3.1.1.1.13 Prepare reports based on factual material found in the selections when applicable
3.1.1.1.14 Construct plot lines

3.1.1.2 Novel
3.1.1.2.1 Recognize the novel as a literary type
3.1.1.2.2 Analyze the elements of a novel
3.1.1.2.3 Determine the author's purpose
3.1.1.2.4 Predict the outcome
3.1.1.2.5 Organize the events in a novel in chronological order
3.1.1.2.6 Relate the events in the novel to each other
3.1.1.2.7 Construct visual aids related to a given novel
3.1.1.2.8 Prepare reports based on factual material in a given novel when applicable
3.1.1.2.9 Construct a plot line
3.1.1.2.10 Write a critical analysis of a given novel
3.1.1.2.11 Evaluate the novel as a whole
3.1.1.2.12 Relate the selection to one's personal experience

3.1.1.3 Fables
3.1.1.3.1 Define the term fable
3.1.1.3.2 Read old fables, such as those of Aesop
3.1.1.3.3 Read modern fables, such as those of Thurber
3.1.1.3.4 Compare old and modern fables
3.1.1.3.5 Identify the moral of given fables
3.1.1.3.6 Write original fables

3.1.1.4 Fantasy
3.1.1.4.1 Determine the method used by the author to transport the reader into the world of fantasy
3.1.1.4.2 Interpret the language employed by the author to establish his mood and tone
3.1.1.4.3 Demonstrate comprehension of this category by producing an original fantasy
3.1.1.4.4 Contrast different types of fantasy, such as fairy tales with science fiction
3.1.1.4.5 Specify actualities that originated as fantasy
3.1.1.4.6 Design visual aids related to selections read

3.1.2 Non-fiction

3.1.2.1 Essay
3.1.2.1.1 Read both formal and informal essays
3.1.2.1.2 Define the terms formal and informal essays
3.1.2.1.3 Establish the author's purpose
3.1.2.1.4 State personal reaction to given essays
3.1.2.1.5 Determine the organizational patterns in essays
3.1.2.1.6 Write essays

3.1.2.2 Biography and autobiography
3.1.2.2.1 Distinguish between biography and autobiography
3.1.2.2.2 Establish the author's purpose
3.1.2.2.3 Determine the author's attitude toward his subject in biography
3.1.2.2.4 Note the author's selection of details
3.1.2.2.5 Determine the emphasis given factual details
3.1.2.2.6 Note how the times in which author lived influenced the subject's life
3.1.2.2.7 Write an autobiography
3.1.2.2.8 Write biographical sketches

3.1.2.3 Journals and diaries
3.1.2.3.1 Read personal journals and diaries
3.1.2.3.2 Keep a journal or diary for a given length of time

3.1.3 Myths, legends, and folklore
3.1.3.1 Determine the origin of the selections
3.1.3.2 Trace the continuity of the themes expressed in these literary types throughout the history of literature
3.1.3.3 Classify the major gods and goddesses of mythology according to their functions
3.1.3.4 Trace the historical elements of legends and folktales
3.1.3.5 Design visual aids related to the selections

3.1.3.6 Indicate exaggerated elements
3.1.3.7 Select the humorous elements
3.1.3.8 Compare methods and techniques of presenting the same story
3.1.3.9 Distinguish between selections having oral and literary backgrounds
3.1.3.10 Construct plot lines

3.1.4 Drama
3.1.4.1 Recognize the conventions of drama
3.1.4.2 Discuss the origins of drama
3.1.4.3 Read examples of different types of drama
3.1.4.4 Relate the subjects of drama to one's personal experience
3.1.4.5 Make value judgments from dramas read
3.1.4.6 Identify the playwright's purpose
3.1.4.7 Construct a short skit utilizing techniques studied

3.1.5 Poetry
3.1.5.1 Define the types of poetry, such as narrative, descriptive, lyric, ballad, haiku, and limerick
3.1.5.2 Read poems of various types
3.1.5.3 Determine the concrete and abstract subjects of narrative poetry
3.1.5.4 Paraphrase narrative poems in prose form
3.1.5.5 Note the similarity between the stanza of poetry and the paragraph of prose
3.1.5.6 Discuss the narrator and the importance of his attitude in narrative poetry
3.1.5.7 Relate each part of the poem to the whole effect
3.1.5.8 Show how the rhyme scheme fits the subject matter
3.1.5.9 Relate the subject matter to one's own experience
3.1.5.10 Identify the feelings the author is trying to convey in descriptive poetry
3.1.5.11 Note the imagery
3.1.5.12 Note the use of inverted word order
3.1.5.13 Point out the musical qualities found in poetry
3.1.5.14 Differentiate between the traditional and the literary ballad
3.1.5.15 Determine the author's message
3.1.5.16 Construct poems of various types
3.1.5.17 Use the knowledge of scansion to determine the meter

3.2 Literary terms
3.2.1 Define the following literary terms: conflict, point of view, setting, climax, plot, flashback, characterization, motivation, figures of speech, mood, empathy, theme, repetition, foreshadowing, verse, stanza, style, irony, satire, incident, paradox, sarcasm, scansion, rhyme, hyperbole, rhyme scheme, connotation, denotation, parody, poetic justice, poetic license, incongruity, allegory, symbol, pun, tone, alliteration, onomatopoeia, sonnet, dialect, local color, metaphor, simile, personification, internal rhyme, assonance, consonance, and synecdoche
3.2.2 Identify in selections the terms listed: conflict, point of view, setting, climax, plot, flashback, characterization, motivation, figures of speech, mood, empathy, theme, repetition, foreshadowing, verse, stanza, style, irony, satire, incident, paradox, sarcasm, scansion, rhyme, hyperbole, rhyme scheme, connotation, denotation, parody, poetic justice, poetic license, incongruity, allegory, symbol, pun, tone, alliteration, onomatopoeia, sonnet, dialect, local color, metaphor, simile, personification, internal rhyme, assonance, consonance, and synecdoche

4.0 SPELLING AND VOCABULARY

4.1 Spelling
4.1.1 Master the spelling of words that are useful in everyday writing
4.1.2 Maintain a notebook containing spelling demons
4.1.3 State the rules for the silent letter patterns
4.1.4 Apply the rules for the silent letter patterns to given words and to personal writing
4.1.5 State the rules for dropping the final e when adding a suffix
4.1.6 Apply the rules for dropping the final e to given words and to personal writing
4.1.7 Practice pronouncing words correctly
4.1.8 Differentiate between homonyms and synonyms
4.1.9 Keep a working list of homonyms and synonyms
4.1.10 List through memorization all suffixes
4.1.11 Demonstrate in personal writing mastery of the rules for applying suffixes and profixes
4.1.12 Apply the rules for spelling compound words
4.1.13 Apply the rules for ie and ei patterns
4.1.14 Overcome problems with homographs and other easily confused words
4.1.15 State the rules for spelling the plurals of words
4.1.16 Apply the rules for spelling plurals to personal writing

4.2 Vocabulary
- 4.2.1 Increase vocabulary through reading
- 4.2.2 Perform tasks in vocabulary building kits
- 4.2.3 Divide words on given lists into root words, prefixes, and suffixes
- 4.2.4 Form compound words
- 4.2.5 Make additions to a vocational vocabulary by performing related activities
- 4.2.6 Build the vocational vocabulary through the use of the newspaper
- 4.2.7 Demonstrate ability to pronounce words correctly by reading aloud and by speaking

4.3 Dictionary skills
- 4.3.1 Master alphabetizing
- 4.3.2 Make use of guide words when looking up a word
- 4.3.3 Find the answers to given true-false statements by using a dictionary
- 4.3.4 Identify sounds represented by phonemic syllables
- 4.3.5 Correct misspelled words by using the dictionary
- 4.3.6 Demonstrate ability to hyphenate properly
- 4.3.7 Pronounce words correctly
- 4.3.8 Discover the meanings of words
- 4.3.9 Select the correct meaning to be used in context
- 4.3.10 Trace the etymology of given words
- 4.3.11 Examine the derivation of given words
- 4.3.12 Explore lists of homonyms, synonyms, and antonyms for given words

5.0 COMPOSITION

5.1 Oral composition
- 5.1.1 Speak distinctly
- 5.1.2 Enunciate clearly
- 5.1.3 Listen to others
- 5.1.4 Participate in general class discussions
- 5.1.5 Participate in round-table discussions
- 5.1.6 Prepare for round-table discussions
- 5.1.7 Practice good conversational habits
- 5.1.8 Give directions to or from a place clearly and distinctly
- 5.1.9 Give clear and concise explanations of how to make or do something
- 5.1.10 Explain a topic involving reasons
- 5.1.11 Illustrate explanations with sketches or diagrams
- 5.1.12 Demonstrate knowledge of and courtesy in using the telephone
- 5.1.13 Participate in classroom dramatizations
- 5.1.14 Retell stories
- 5.1.15 Read aloud effectively
- 5.1.16 Specify rules for parliamentary procedure
- 5.1.17 Exhibit knowledge of parliamentary procedure in contrived or actual situations
- 5.1.18 Identify the duties of club officers
- 5.1.19 Perform the duties of club officers in contrived or actual situations
- 5.1.20 Dramatize types of introductions
- 5.1.21 Write a situation requiring an introduction
- 5.1.22 Participate in choral reading
- 5.1.23 Make oral book reports
- 5.1.24 Explain the design of visual aids related to any of the above activities

5.2 Written composition
- 5.2.1 Utilize the correct form, capitalization, and punctuation of a business letter
- 5.2.2 Compose the following types of business letters: order, application, request, complaint
- 5.2.3 Exhibit knowledge of various types of informal letters
- 5.2.4 Compose the following types of informal letters: social letter, invitation, thank-you note, bread-and-butter note, acceptance, regret
- 5.2.5 Write a formal invitation and a formal acceptance and/or regret
- 5.2.6 Construct a working outline
- 5.2.7 Demonstrate ability to summarize a given selection
- 5.2.8 Paraphrase a given selection
- 5.2.9 Write a parody of a given selection
- 5.2.10 Write book reports following specified forms
- 5.2.11 Utilize a logical organizational method in writing
- 5.2.12 Construct a series of related events or details
- 5.2.13 Maintain chronological order in a particular writing
- 5.2.14 Construct good topic sentences
- 5.2.15 Develop details of what, why, and how
- 5.2.16 Utilize the concepts of unity and coherence in writing
- 5.2.17 Employ dialogue or conversation in writing
- 5.2.18 Utilize sensory appeal in writing
- 5.2.19 Produce effective summarizing sentences
- 5.2.20 Generate paragraphs or essays of these types: expository, descriptive, narrative, argumentative, autobiographical, biographical

5.2.21 Develop paragraphs or essays by given methods: details, description, comparison or contrast, reasons
5.2.22 Demonstrate the ability to write imaginatively the following: short stories, anecdotes, characterizations, descriptions, narrations
5.2.23 Produce an elementary term paper

6.0 LIBRARY SKILLS AND SIMPLE RESEARCH

6.1 Reference skills
- 6.1.1 Demonstrate skill in locating given topics in encyclopedias
- 6.1.2 Use an atlas to find the answers to given questions
- 6.1.3 Find answers to given questions in the almanac
- 6.1.4 Use the Readers' Guide to locate the latest magazine article on a given topic
- 6.1.5 Use back volumes of the Readers' Guide to locate articles printed in past years
- 6.1.6 Match a list of abbreviations used in the Readers' Guide with what each represents
- 6.1.7 Explain given entries in the Readers' Guide
- 6.1.8 Use special books on authors to research the lives of given authors
- 6.1.9 Demonstrate skill in using a book of quotations to locate the authors of known quotations
- 6.1.10 Use a book of quotations to locate appropriate quotations pertaining to different subjects

6.2 Dewey Decimal system
- 6.2.1 Utilize the numbers on books to locate books by type
- 6.2.2 Arrange call numbers in the order in which books so marked would be found on library shelves
- 6.2.3 Determine which call numbers would fit each book title on a given list
- 6.2.4 Memorize the call numbers of the ten main classes
- 6.2.5 Describe how biographies are shelved
- 6.2.6 Determine how books of fiction are shelved

6.3 Card catalog
- 6.3.1 Demonstrate the structure of the call number
- 6.3.2 Copy call numbers from the card catalog
- 6.3.3 Locate the books from the call numbers
- 6.3.4 Answer specific questions based on information on cards in the card catalog
- 6.3.5 Demonstrate knowledge of call numbers on cards in the card catalog by drawing diagrams
- 6.3.6 Determine the structure of the author, subject, and title cards
- 6.3.7 Make use of the card catalog to find the names of several books by the same author
- 6.3.8 List the author, title, and call number for one book about each of several given topics
- 6.3.9 Locate the authors of given books by using the card catalog

6.4 Simple research
- 6.4.1 One-source reports
  - 6.4.1.1 Identify the basic idea expressed in a piece of writing
  - 6.4.1.2 List the key words in a piece of writing
  - 6.4.1.3 Make a topic outline
  - 6.4.1.4 Write an interest-catching first sentence
  - 6.4.1.5 Construct a good closing sentence
  - 6.4.1.6 Specify the source
  - 6.4.1.7 Write a first draft of a report
  - 6.4.1.8 Exhibit careful editing skills
  - 6.4.1.9 Write the final draft of a report
- 6.4.2 Long reports
  - 6.4.2.1 Choose an interesting topic
  - 6.4.2.2 Limit the topic
  - 6.4.2.3 Read a given number of sources
  - 6.4.2.4 Exhibit skill in taking notes
  - 6.4.2.5 Construct a working outline
  - 6.4.2.6 Construct a working bibliography
  - 6.4.2.7 Write a first draft of a report
  - 6.4.2.8 Include proper footnoting
  - 6.4.2.9 Use quotation marks for each direct quotation or facts not common to all sources
  - 6.4.2.10 Employ good editing skills
  - 6.4.2.11 Write the final draft of a report

7.0 HISTORY OF THE LANGUAGE

7.1 List the three time periods of the English language
7.2 State the dates of the three time periods

7.3 Recognize the changing nature of vocabulary and style of spoken and written language
7.4 Produce examples to illustrate language changes
7.5 Define etymology
7.6 Trace the etymology of given words or expressions
7.7 Relate historical events influencing the language in each time period
7.8 Name the languages of other countries influencing English in a given time period
7.9 Associate a language influencing English with a word originating in that language
7.10 Identify the dictionary abbreviations for various languages
7.11 Name the three tribes of people that originated the English language and the names England and English
7.12 Distinguish speech in Old English, Middle English, and Modern English from a recording
7.13 Paraphrase Middle English writing into Modern English writing
7.14 Produce a modern spelling for a given Middle English spelling or an Old English spelling
7.15 Define archaic
7.16 Use a dictionary to identify archaic words
7.17 Define dialect and dialect region
7.18 Classify American dialect regions
7.19 Discuss dialectal pronunciation differences within American regions
7.20 Discuss vocabulary differences within American regions
7.21 Match a dialect word with a more familiar term
7.22 Compile a list of slang expressions
7.23 List languages influencing American English
7.24 List methods by which new words have entered our language
7.25 Make reports relating to this topic
7.26 Read selections relating to this topic

8.0 LISTENING

8.1 Establish a code of listening manners
8.2 Practice careful, courteous, and critical listening
8.3 Identify the following as reasons for listening: warning, pleasure, information, shutting out distractions
8.4 Demonstrate ability to listen attentively by following directions and instructions carefully
8.5 Differentiate between listening for information and listening for pleasure
8.6 Scrutinize carefully and critically one's own habits of listening
8.7 Recognize the different levels of listening
8.8 Practice listening for main ideas
8.9 Distinguish fact from opinion

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LANGUAGE ARTS

LEVEL IX (GRADE NINE)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 GRAMMAR

- 1.1 Capitalization
  - 1.1.1 Form capital letters to comply with standard forms
  - 1.1.2 Proper nouns
    - 1.1.2.1 Illustrate when to capitalize school subjects and when not to
    - 1.1.2.2 Give examples of school classes that are capitalized
    - 1.1.2.3 Show how names of particular schools or colleges are capitalized
    - 1.1.2.4 Illustrate the rule for capitalizing months, days of the week, and holidays
    - 1.1.2.5 Give examples of nouns and pronouns referring to the Deity, books of the Bible, and divisions of the Bible
    - 1.1.2.6 Illustrate when to capitalize words showing family relationships and when not to
    - 1.1.2.7 Give examples of properly capitalizing north, south, east, and west
    - 1.1.2.8 Illustrate geographical names correctly capitalized
    - 1.1.2.9 State the rule for capitalizing titles of people and officials
    - 1.1.2.10 Find examples of names of historical events, periods, and documents
    - 1.1.2.11 Name institutions and religions which are capitalized
    - 1.1.2.12 List examples of businesses, buildings, and clubs which are capitalized
    - 1.1.2.13 Capitalize names of stars, planets, satellites, and constellations (sun, earth, and moon are not usually capitalized)
    - 1.1.2.14 Capitalize a specific part of a trade name or product
    - 1.1.2.15 Capitalize a descriptive name, title, or nickname used as a proper noun or part of a proper noun
    - 1.1.2.16 Capitalize names of governmental bodies and departments
    - 1.1.2.17 Capitalize names of political parties and their members
    - 1.1.2.18 Capitalize names of peoples, their languages, and their religions
    - 1.1.2.19 Capitalize A.M. and P.M. in expressions of time
  - 1.1.3 First words
    - 1.1.3.1 Capitalize the first word of a complete sentence
    - 1.1.3.2 Illustrate capitalization of a direct quotation
    - 1.1.3.3 Give examples of capitalizing the first word in a line of poetry
    - 1.1.3.4 Show how to capitalize the first word of each topic in an outline
  - 1.1.4 Letter writing
    - 1.1.4.1 Write examples of correctly capitalized salutations
    - 1.1.4.2 Write examples of correctly capitalized closings
  - 1.1.5 I and Oh
    - 1.1.5.1 Capitalize the pronoun I both alone and in contractions
    - 1.1.5.2 Give examples of the exclamation Oh
  - 1.1.6 Titles
    - 1.1.6.1 Capitalize titles of books, plays, articles, poems, and newspapers
    - 1.1.6.2 Capitalize all words in titles except articles, prepositions, and conjunctions unless they are the first word of a title
  - 1.1.7 Proper adjectives
    - 1.1.7.1 Capitalize proper adjectives
    - 1.1.7.2 Know that the prefixes of proper adjectives such as ex-President Nixon or un-American are not capitalized
- 1.2 Punctuation
  - 1.2.1 Periods
    - 1.2.1.1 Place a period after a declarative or imperative sentence
    - 1.2.1.2 Place a period after an abbreviation
    - 1.2.1.3 Place a period after an initial
    - 1.2.1.4 Use a period to show decimals and dollars and cents
  - 1.2.2 Use a question mark after an interrogative sentence
  - 1.2.3 Exclamation marks
    - 1.2.3.1 Place an exclamation mark after an exclamatory sentence
    - 1.2.3.2 Place an exclamation mark after expressions of strong emotion
  - 1.2.4 Commas
    - 1.2.4.1 Set off all items in a date except the first
    - 1.2.4.2 Set off all items in an address except the first
    - 1.2.4.3 Set off nouns in direct address
    - 1.2.4.4 Set off parenthetic words and phrases
    - 1.2.4.5 Set off conversational well, why, and now
    - 1.2.4.6 Set off introductory adverb clauses
    - 1.2.4.7 Set off direct quotations
    - 1.2.4.8 Set off introductory participial phrases
    - 1.2.4.9 Set off phrases used as transitional expressions
    - 1.2.4.10 Set off non-restrictive clauses
    - 1.2.4.11 Set off non-restrictive appositives and their modifiers
    - 1.2.4.12 Set off introductory expressions yes, no, and oh, unless an exclamation mark is needed
    - 1.2.4.13 Set off words that turn a statement into a question
    - 1.2.4.14 Set off titles and degrees such as Jr. and M.D.

1.2.4.15 Set off contrasting expressions
1.2.4.16 Place a comma after the salutation of a friendly letter and a closing
1.2.4.17 Use a comma to indicate omission of words
1.2.4.18 Separate words, phrases, or clauses in a series
1.2.4.19 Separate two independent clauses when a conjunction is expressed
1.2.4.20 Separate co-ordinate adjectives
1.2.4.21 Use a comma to prevent misunderstanding in reading
1.2.4.22 Use a comma before the conjunctions for, though, and although
1.2.4.23 Use a comma before as and since when they mean "because"

1.2.5 Colon
1.2.5.1 Place a colon after the salutation of a business letter
1.2.5.2 Place a colon before a list, especially when the list of items comes after expressions like as follows
1.2.5.3 Place a colon before a long appositive phrase or a sentence to be emphasized
1.2.5.4 Use a colon in a figure indicating time

1.2.6 Semicolon
1.2.6.1 Separate independent clauses when there is no conjunction to connect them
1.2.6.2 Use a semicolon before a transitional adverb in a compound sentence
1.2.6.3 Use a semicolon to signal the approach of words that explain or enumerate

1.2.7 Hyphen
1.2.7.1 Place a hyphen in compound numbers between twenty-one and ninety-nine
1.2.7.2 Place a hyphen in a compound adjective that is a fraction
1.2.7.3 Use a hyphen in a compound noun made up of a noun and a prepositional phrase (e.g., father-in-law)
1.2.7.4 Use a hyphen in a compound adjective, the last word of which is capitalized (e.g., un-Christian)
1.2.7.5 Use a hyphen with ex and elect when they form part of a title
1.2.7.6 Use a hyphen to show syllable divisions for words broken at the ends of lines

1.2.8 Apostrophe
1.2.8.1 Give examples of an apostrophe used to indicate possession
1.2.8.2 Show how an apostrophe represents omitted letters in contractions
1.2.8.3 Give examples of an apostrophe used to form plurals of numbers and single letters

1.2.9 Quotation marks
1.2.9.1 Use quotation marks to show the exact words of a speaker
1.2.9.2 Begin a new paragraph with quotations each time the speaker changes
1.2.9.3 Placement of quotation marks
1.2.9.3.1 Illustrate placement of quotation marks outside periods and commas
1.2.9.3.2 Give examples of placement of quotation marks if only the quotation is a question
1.2.9.3.3 Give examples of placement of quotation marks if the whole sentence is a question
1.2.9.3.4 Give examples of placement of quotation marks if only the quotation is exclamatory
1.2.9.3.5 Give examples of placement of quotation marks if the whole sentence is exclamatory
1.2.9.4 Find examples of quotation marks enclosing titles of songs, stories, poems, articles, chapters, and other parts of books, magazines, and newspapers
1.2.9.5 Single quotation marks
1.2.9.5.1 Write examples of single quotation marks used to enclose a quotation within a quotation
1.2.9.5.2 Locate examples in written work of single quotation marks
1.2.9.6 Indirect quotations
1.2.9.6.1 Illustrate the difference between a direct quotation and an indirect quotation
1.2.9.6.2 Change direct quotations into indirect quotations
1.2.9.7 Place quotation marks around slang expressions and technical terms

1.3 Parts of speech
1.3.1 Nouns
1.3.1.1 Recognize kinds of nouns as common, proper, concrete, abstract, and collective
1.3.1.2 Use capital letters correctly with proper nouns
1.3.1.3 Uses of the nominative case
1.3.1.3.1 Define a subject
1.3.1.3.2 Recognize a subject
1.3.1.3.3 Illustrate a subject
1.3.1.3.4 Define a predicate noun
1.3.1.3.5 Recognize a predicate noun

1.3.1.3.6 Illustrate a predicate noun
1.3.1.3.7 Define a noun in direct address
1.3.1.3.8 Recognize a noun in direct address
1.3.1.3.9 Illustrate a noun in direct address
1.3.1.3.10 Define an appositive
1.3.1.3.11 Recognize an appositive
1.3.1.3.12 Illustrate an appositive

1.3.1.4 Uses of the objective case
1.3.1.4.1 Define a direct object
1.3.1.4.2 Recognize a direct object
1.3.1.4.3 Illustrate a direct object
1.3.1.4.4 Define an indirect object
1.3.1.4.5 Recognize an indirect object
1.3.1.4.6 Illustrate an indirect object
1.3.1.4.7 Define an object of the preposition
1.3.1.4.8 Recognize an object of the preposition
1.3.1.4.9 Illustrate an object of the preposition
1.3.1.4.10 Define an adverbial noun
1.3.1.4.11 Recognize an adverbial noun
1.3.1.4.12 Illustrate an adverbial noun
1.3.1.4.13 Define a subject of an infinitive
1.3.1.4.14 Recognize a subject of an infinitive
1.3.1.4.15 Illustrate a subject of an infinitive
1.3.1.4.16 Define an objective complement
1.3.1.4.17 Recognize an objective complement
1.3.1.4.18 Illustrate an objective complement
1.3.1.4.19 Define an appositive
1.3.1.4.20 Recognize an appositive
1.3.1.4.21 Illustrate an appositive

1.3.2 Pronouns
1.3.2.1 Define personal, demonstrative, relative, indefinite, possessive, interrogative, and compound personal pronouns
1.3.2.2 List personal, demonstrative, relative, indefinite, possessive, interrogative, and compound personal pronouns
1.3.2.3 Define an antecedent
1.3.2.4 State rule for agreement of pronoun and antecedent
1.3.2.5 Define person, gender, and number
1.3.2.6 Identify person, gender, and number
1.3.2.7 List nominative, objective, and possessive case pronouns
1.3.2.8 Use nominative case pronouns correctly as subject and predicate nominative
1.3.2.9 Use objective case pronouns correctly as direct object, indirect object, object of preposition, and subject of infinitive

1.3.3 Verbs
1.3.3.1 Classification
1.3.3.1.1 Transitive active
1.3.3.1.1.1 Define transitive active
1.3.3.1.1.2 Give examples and recognize transitive active verbs
1.3.3.1.2 Transitive passive
1.3.3.1.2.1 Define transitive passive
1.3.3.1.2.2 Give examples and recognize transitive passive verbs
1.3.3.1.3 Intransitive linking
1.3.3.1.3.1 Define intransitive linking
1.3.3.1.3.2 Give examples and recognize intransitive linking verbs
1.3.3.1.3.3 List linking verbs
1.3.3.1.4 Intransitive complete
1.3.3.1.4.1 Define intransitive complete
1.3.3.1.4.2 Give examples and recognize intransitive complete verbs

1.3.3.2 Principal parts
1.3.3.2.1 Know principal parts of irregular verbs
1.3.3.2.2 Know how principal parts are used to form tenses

1.3.3.3 Tenses and conjugation
1.3.3.3.1 List the six tenses
1.3.3.3.2 Conjugate a given verb in six tenses, simple tone, and active and passive voice
1.3.3.3.3 Conjugate a given verb in six tenses, progressive tone, and active and passive voice

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1.3.3.3.4 Conjugate in two tenses and emphatic tone

1.3.3.4 Verbals

1.3.3.4.1 Gerunds

1.3.3.4.1.1 Recognize a gerund used as a subject, predicate nominative, direct object, indirect object, and object of preposition

1.3.3.4.1.2 Illustrate a gerund used as a subject, predicate nominative, direct object, indirect object, object of preposition, and objective complement

1.3.3.4.2 Participles

1.3.3.4.2.1 Write and correctly punctuate sentences using all introductory participial phrases

1.3.3.4.2.2 Build a participial phrase by adding an adverb

1.3.3.4.2.3 Illustrate how a participle may take an object

1.3.3.4.2.4 Use a prepositional phrase after a participle

1.3.3.4.2.5 Recognize present, past, and perfect participle

1.3.3.4.2.6 Recognize dangling participles

1.3.3.4.3 Infinitives

1.3.3.4.3.1 Recognize an infinitive used as a noun

1.3.3.4.3.2 Illustrate an infinitive used as a noun

1.3.3.4.3.3 Recognize an infinitive used as an adjective

1.3.3.4.3.4 Illustrate an infinitive used as an adjective

1.3.3.4.3.5 Recognize an infinitive used as an adverb

1.3.3.4.3.6 Illustrate an infinitive used as an adverb

1.3.3.5 Troublesome verbs

1.3.3.5.1 Use correctly in written communication LIE, LAY, SIT, SET, RISE, RAISE, BURST, DOES, DOESN'T, WAS, AND WERE

1.3.3.5.2 Use correctly in oral communication LIE, LAY, SIT, SET, RISE, RAISE, BURST, DOES, DOESN'T, WAS, AND WERE

1.3.4 Modifiers

1.3.4.1 Recognize adjectives and adverbs

1.3.4.2 Comparision of adjectives and adverbs

1.3.4.2.1 Name the three degrees of comparison

1.3.4.2.2 Name methods of forming degrees of comparison

1.3.4.2.3 Use degrees of comparison correctly

1.3.5 Prepositions

1.3.5.1 List most commonly used prepositions

1.3.5.2 Recognize prepositional phrases

1.3.5.3 Label prepositional phrases as adjectives or adverb phrases

1.3.6 Conjunctions

1.3.6.1 Label conjunctions coordinating, subordinating, or correlative

1.3.6.2 Know correct use of three types of conjunctions

1.3.7 Interjections

1.3.7.1 Identify interjections

1.3.7.2 Punctuate interjections

1.4 Usage

1.4.1 Use correctly bring, take, learn, teach, let, leave, will, can, suspicion, suspect, borrow, and lend in sentences

1.4.2 Use accurately between, among, different than, different from, inside and within in sentences

1.4.3 Write definitions without when or where (e.g., "A canine is when an animal belongs to the dog family.")

1.4.4 Write sentences showing correct usage of myself, I, me, he, him, himself, she, her, mo, us, ours, and ourselves

1.4.5 Use you, your, you're, yours, there, their, and there's in correct sentences

1.4.6 Write sentences correctly using compound sentences with co-ordinate or correlative conjunctions

1.4.7 Illustrate correct usage of collective nouns and their verbs

1.4.8 Recognize incorrect usage of there as the subject of a sentence

1.4.9 Compose sentences using bad and badly, good and well

1.4.10 Use predicate adjectives correctly

1.4.11 Explain why don't nobody, couldn't hardly, didn't have but one, and similar phrases are incorrect

1.4.12 Use a, an, the, a half, half a (an), them and those properly

1.4.13 Determine the inaccuracy of this here, that there, anyways, anywheres, elsewheres, somewheres, and nowheres

1.4.14 Use more and most with adjectives correctly

1.4.15 Cite correct usage of at, by, in, and to

1.4.16 Recognize and etc. as incorrect

1.4.17 Determine the inaccuracy of John he, Mary she, the boys they

1.4.18 Give accurate examples of who, whom, which and that

1.4.19 Use correctly this kind, that sort, and their plural forms

1.4.20 Write sentences containing correct usage of any, any other, other, less, and fewer

1.4.21 Illustrate correct usage of easy, easily, sure, surely, and similar adjectives and adverbs
1.4.22 Explain the inaccuracy of hisself and theirselves
1.4.23 Use from, off, in, into, over, to, with, and by accurately
1.4.24 Use ought in sentences without auxiliary
1.4.25 Recognize I could not of and try and see as being incorrect
1.4.26 Use homonyms correctly (e.g., all ready-already, all right-alright)
1.4.27 Distinguish between accept and except, affect and effect
1.4.28 Explain the difference between advice and advise, lose and loose
1.4.29 Differentiate between conscience and conscious, formally and formerly, quiet and quite, clothes and cloths
1.4.30 Give examples of accepted colloquial expressions
1.4.31 Use current slang expressions informally
1.4.32 Write sentences illustrating informal and formal usage of standard English

1.5 Spelling

1.5.1 Troublesome words
1.5.1.1 Memorize spelling of list of troublesome words
1.5.1.2 Spell words correctly when dictated in sentences

1.5.2 Rules
1.5.2.1 IE and EI
1.5.2.1.1 Memorize rule pertaining to ie and ei
1.5.2.1.2 Place ie and ei correctly in words where these letters have been omitted

1.5.2.2 Adding suffixes
1.5.2.2.1 Retain the final l in words such as cool when adding ly
1.5.2.2.2 Drop the final silent e before a suffix beginning with a vowel as in likable
1.5.2.2.3 Keep the final silent e before a suffix beginning with a consonant as in lonely and give exceptions such as ninth
1.5.2.2.4 Double the final consonant before a suffix beginning with a vowel if a one-syllable word ends in one consonant preceded by one vowel such as sunny
1.5.2.2.5 Double the final consonant before a suffix beginning with a vowel if a word that is accented on the last syllable ends in one consonant preceded by one vowel such as regretting
1.5.2.2.6 Change the final y preceded by a consonant to i before any suffix that does not begin with i such as ladies

1.5.2.3 Forming plurals
1.5.2.3.1 Add s or es to the singular to form plurals of most nouns
1.5.2.3.2 Add 's to form the plurals of letters, figures, signs, and words discussed as words
1.5.2.3.3 Form plurals of some nouns in irregular ways such as children, mice, and teeth
1.5.2.3.4 Use correctly expressions such as feet tall, fifty miles an hour, two tons of steel

1.5.3 Homonyms
1.5.3.1 Give examples of ten or more pairs of homonyms
1.5.3.2 Use these homonyms correctly in sentences
1.5.3.3 Give the meaning or part of speech of each homonym

1.6 Vocabulary

1.6.1 Changes in the English language
1.6.1.1 Find words made from place names (e.g., China, port wine, and Waterloo)
1.6.1.2 List names made from the names of people (e.g., macadam, guy, Don Juan)
1.6.1.3 Locate at least ten short words made from a longer original (e.g.,
1.6.1.4 Locate words made from proper names (e.g., guillotine, Ford; doll, Dorothy)
1.6.1.5 Use the following coinages in sentences: Kodak, Frigidaire, zipper, Linotype, and Dictaphone
1.6.1.6 Write a limerick using some of these echoic words: sigh, sneeze, cough, squeal, and gasp
1.6.1.7 Make ten Portmanteau words (blend words) (e.g., breakfast + lunch = brunch; chuckle + snort = chortle)
1.6.1.8 Distinguish between "slang" and "colloquial"
1.6.1.9 Determine the labels for bonehead, bootleg, hold up, pinhead, and push over

1.6.2 Meaning
1.6.2.1 Define these common prefixes: ambi, ante, anti, auto, bio, circum, hom, hum, hyper, hypo, ingra, inter, micro, mis, mono, bi, omni, post, semi, soph, super, and tele
1.6.2.2 List words employing these roots: but, cand, cede, cess, cide, cise, cracy, gram, graph, ped, pod, port, spire, therm, jac, ject, mon, mot, pon, posit, rupt, spec, spect, spic, and vert

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1.6.2.3 Change twenty adjectives into nouns by adding suffixes
1.6.2.4 Find twenty commonly used compound words
1.6.2.5 Write sentences using ten words of verb-adverb combination (e.g. set out, set up)
1.6.2.6 Find in the dictionary a word that has several meanings and classify them as concrete, abstract, fictional, or figurative - suggestions: fall, field, fine (adjective) fire (noun)
1.6.2.7 Distinguish between the denotation and connotation of some common words such as skinny-thin and frugal-stingy
1.6.2.8 Cite ten euphemisms (e.g., stench-unpleasant smell)
1.6.2.9 List local idioms such as house of cards, liberal arts, and flying buttress
1.6.2.10 Write sentences illustrating word definition: "They sat at a round table;" "The fighter was knocked out in the third round;" and "We watched the car round the corner on two wheels"
1.6.2.11 Find ten examples in the newspaper of metaphorical meanings (e.g., "a pillar of the community")
1.6.2.12 Find the core meaning of one word and show how other words can be derived from it
1.6.2.13 Find five definitions in the dictionary which have the same genus but differentiate
1.6.2.14 Write definitions suitable for dictionary use of half a dozen slang terms in current use at school
1.6.2.15 Analyze a series of words such as child, youngster, teenager, kid, juvenile; or mature, ripe, mellow, adult, and grown-up
1.6.2.16 Check a dictionary for up-to-date entries such as Sputnik, count-down, and summit meeting
1.6.2.17 Write a synonym for ten words
1.6.2.18 Write antonyms for ten adjectives

1.6.3 The dictionary
1.6.3.1 Discuss the history of the dictionary
1.6.3.2 Identify Samuel Johnson and Noah Webster
1.6.3.3 Define lexicographer, lexicography, lexicon, thesaurus, abridged and unabridged dictionary
1.6.3.4 Know the parts of the dictionary
1.6.3.5 List the functions of the dictionary
1.6.3.6 State the purpose of the guide words
1.6.3.7 Determine the etymology of twenty "American" words
1.6.3.8 Compare two dictionaries in their treatment of the spelling of a group of compounds (e.g., drug store, air line, businessman)
1.6.3.9 Write five illustrations for each of the basic pronunciation symbols: ¯ (macron), ˘ (breve), ˋ (accent mark), ~ (circumflex), and ə (schwa)
1.6.3.10 Syllabicate twenty four-syllable words
1.6.3.11 Write a paragraph on interesting and varied etymologies
1.6.3.12 Open a dictionary at random and see how many idioms are listed on two facing pages
1.6.3.13 Make a personal dictionary containing unfamiliar words, their etymologies, functions, spellings, and definitions

2.0 WRITTEN COMPOSITION

2.1 Phrases
2.1.1 Define phrase
2.1.2 Identify prepositional phrases in sentences
2.1.3 Recognize the different prepositional phrases when they function as adjectives and adverbs
2.1.4 Consider the usage problems common with prepositional phrases

2.2 Clauses
2.2.1 Know the meaning of a clause
2.2.2 Distinguish between an independent and a dependent clause
2.2.3 Define a noun, an adjective, and an adverb clause and use them in sentences
2.2.4 Recognize the different clauses in sentences
2.2.5 Write sentences using the various clauses

2.3 Sentence fragments
2.3.1 Define sentence fragment
2.3.2 Identify the four types of sentence fragments
2.3.3 Know the two methods by which sentence fragments may be corrected
2.3.4 Correct the sentence fragment by relating its type and state the method employed in correction

2.4 Run-together sentences
2.4.1 Define a run-together sentence
2.4.2 Know the four methods by which run-together sentences can be corrected
2.4.3 Identify the number of complete sentences contained within the run-together sentences

2.5 Sentences
- 2.5.1 Give the meaning of a sentence
- 2.5.2 Know the classification of sentences as to function
- 2.5.3 Identify the declarative, interrogative, imperative, and exclamatory sentences
- 2.5.4 Write sentences illustrating the imperative, declarative, interrogative, and exclamatory forms
- 2.5.5 Know the classification of sentence according to form
- 2.5.6 Identify simple, complex, compound, and compound-complex sentences
- 2.5.7 Write simple, compound, complex, and compound-complex sentences

2.6 Sentence structure
- 2.6.1 Know the varied beginnings in constructing sentences such as introductory clauses and inverted sentences
- 2.6.2 Use precise and colorful words in writing

2.7 Outlining
- 2.7.1 Write a topic outline, using only main topics
- 2.7.2 Write a sentence outline, using subtopics, with three main topics
- 2.7.3 Develop three unified paragraphs from an outline
- 2.7.4 Analyze a paragraph by outlining its parts
- 2.7.5 Make a list of all transitional expressions employed

2.8 Writing paragraphs
- 2.8.1 Know the meaning of a paragraph
- 2.8.2 Relate the three parts of a paragraph and define each
- 2.8.3 Know the transitional expressions used when connecting ideas
- 2.8.4 Know the five methods employed in the development of paragraphs
- 2.8.5 Write a paragraph using the method of comparison and contrast
- 2.8.6 Develop a paragraph utilizing the method of definition by describing the physical characteristics of an object
- 2.8.7 Find an example of a paragraph developed by reasons and analyze its content
- 2.8.8 Write a paragraph combining the methods of examples and details
- 2.8.9 Define narrative, descriptive, expository, and persuasive paragraphs
- 2.8.10 Write paragraphs incorporating both narration and description
- 2.8.11 Develop an expository paragraph
- 2.8.12 Find an example of a persuasive paragraph and outline its arguments

2.9 Writing letters
- 2.9.1 Social letters
  - 2.9.1.1 Know the five parts of a social letter and describe each part
  - 2.9.1.2 State and explain the ways a social letter may be made attractive
  - 2.9.1.3 Relate and explain the steps used in making social-letter content interesting
  - 2.9.1.4 Know the styles used in writing social letters
  - 2.9.1.5 Write an invitation and reply letter
  - 2.9.1.6 Write a friendly letter
  - 2.9.1.7 Write a letter of appreciation
  - 2.9.1.8 Locate and analyze examples of letters of apology, letters of congratulation, and bread-and-butter letters
  - 2.9.1.9 Write a letter of sympathy
- 2.9.2 Business letters
  - 2.9.2.1 List and explain the parts of a business letter
  - 2.9.2.2 Identify the styles used in writing business letters
  - 2.9.2.3 Write a business letter of order
  - 2.9.2.4 Reserve hotel and airline accommodations in writing
  - 2.9.2.5 Apply for a position in writing
  - 2.9.2.6 Write business letters or inquiry and request letters

2.10 Writing themes
- 2.10.1 Know the steps in developing a theme statement
- 2.10.2 Explain in detail the three parts of a theme: introduction, body, and conclusion
- 2.10.3 Write an outline
- 2.10.4 Develop outline into a four-paragraph theme
- 2.10.5 Reverse theme composition

2.11 Writing creatively
- 2.11.1 Write a character sketch, utilizing one of the characters studied
- 2.11.2 Take a picture of a person, study the portrait, decide upon a trait, and develop a character sketch
- 2.11.3 Write a character sketch
- 2.11.4 Write a biography of a famous personality
- 2.11.5 Write an autobiography using pictures
- 2.11.6 Prepare book reviews

2.12 Writing term papers
- 2.12.1 Know how to use the library
- 2.12.2 Explain the two types of note taking: paraphrasing and direct quoting

3.0 ORAL COMPOSITION

- 3.1 Informal communication
  - 3.1.1 Listen carefully and courteously
  - 3.1.2 State views precisely and clearly
  - 3.1.3 Plan a conversation between friends
  - 3.1.4 Dramatize the clerk-disgruntled-customer situation
- 3.2 Formal communication
  - 3.2.1 Preparing the speech
    - 3.2.1.1 Restrict the subject so that it can be developed adequately in allotted time
    - 3.2.1.2 Outline the material in logical order
    - 3.2.1.3 Prepare an introduction that secures the attention of the audience and points direction of the speech
    - 3.2.1.4 Develop the leading topics of the outline
    - 3.2.1.5 Plan a conclusion that leaves a definite impression upon the audience
  - 3.2.2 Delivering the speech
    - 3.2.2.1 Speak directly to the audience
    - 3.2.2.2 Use grammatical pauses
    - 3.2.2.3 Use rhetorical pauses
    - 3.2.2.4 Emphasize ideas by using inflections
    - 3.2.2.5 Emphasize ideas by using variety of vocal strength
    - 3.2.2.6 Stress ideas via changes in the rate of utterance
    - 3.2.2.7 Speak distinctly
    - 3.2.2.8 Adapting the speech to the audience
      - 3.2.2.8.1 Add illustrations when a point does not seem clear
      - 3.2.2.8.2 Eliminate explanations that seem unnecessary
    - 3.2.2.9 Conduct a class meeting adhering to correct parliamentary procedure
    - 3.2.2.10 Present a persuasive speech
    - 3.2.2.11 Present an informative speech
    - 3.2.2.12 Tell an original story
    - 3.2.2.13 Pretend to be applying in person for a job

4.0 LITERATURE

- 4.1 Prose
  - 4.1.1 Fiction: the short story
    - 4.1.1.1 Know the history of the short story
    - 4.1.1.2 Name the two literary works considered to be specific forerunners of the short story
    - 4.1.1.3 Discuss Edgar Allan Poe's definition of the short story
  - 4.1.2 The elements of the short story
    - 4.1.2.1 Plot
      - 4.1.2.1.1 Locate exposition
      - 4.1.2.1.2 Trace steps of plot development
      - 4.1.2.1.3 Locate climax of plot
      - 4.1.2.1.4 Justify the denouement
      - 4.1.2.1.5 Explain the interrelationship of the parts of the plot
      - 4.1.2.1.6 Identify the four kinds of conflict
      - 4.1.2.1.7 Recognize flashbacks and advances in time
      - 4.1.2.1.8 Identify any device that influences opinion
    - 4.1.2.2 Character
      - 4.1.2.2.1 Define characterization
      - 4.1.2.2.2 List the methods of characterization
      - 4.1.2.2.3 Identify direct evidence of personality traits
      - 4.1.2.2.4 Cite indirect evidence of personality traits
      - 4.1.2.2.5 Analyze interaction of personalities in a paragraph
      - 4.1.2.2.6 Trace steps of personality changes within a story
      - 4.1.2.2.7 Define and identify protagonists
      - 4.1.2.2.8 Define and identify antagonists
      - 4.1.2.2.9 Differentiate between round and flat, static and kinetic characters
      - 4.1.2.2.10 Recognize characteristics of the stereotype
      - 4.1.2.2.11 Recognize writers' techniques for creating sympathy, dislike, empathy, and approval
    - 4.1.2.3 Theme
      - 4.1.2.3.1 Define theme
      - 4.1.2.3.2 Differentiate between theme and moral
      - 4.1.2.3.3 Identify devices by which the author makes known his theme
      - 4.1.2.3.4 Identify the author's purpose

4.1.3 Point of view
- 4.1.3.1 Define point of view
- 4.1.3.2 Compare point of view and esthetic distance
- 4.1.3.3 List and discuss the three basic points of view
- 4.1.3.4 Determine how point of view affects the story
- 4.1.3.5 Identify devices that indicate specific points of view

4.1.4 Symbol and irony
- 4.1.4.1 Symbol
  - 4.1.4.1.1 Define symbol
  - 4.1.4.1.2 Discuss the symbol as it affects the meaning of the story
  - 4.1.4.1.3 Identify a symbol and explain its significance
  - 4.1.4.1.4 Discuss the symbolic meaning of the American flag
- 4.1.4.2 Irony
  - 4.1.4.2.1 Define irony
  - 4.1.4.2.2 List the three basic kinds of irony
  - 4.1.4.2.3 Define the three basic kinds of irony
  - 4.1.4.2.4 Illustrate the three basic kinds of irony
  - 4.1.4.2.5 Discuss the function of irony

4.1.5 Fiction: the novel
- 4.1.5.1 Know the historical background of the novel
- 4.1.5.2 Relate the elements of the short story to the novel
- 4.1.5.3 Cite advantages inherent in the novel form
- 4.1.5.4 Cite advantages inherent in the short story

4.1.6 Non-fiction
- 4.1.6.1 Biography
  - 4.1.6.1.1 Describe the general nature of biography as a type of literature
  - 4.1.6.1.2 Recognize author's purpose
  - 4.1.6.1.3 Analyze work as it relates to author's purpose
  - 4.1.6.1.4 Discuss the influence of character on success
  - 4.1.6.1.5 Write a brief biography of a local citizen
- 4.1.6.2 Essay
  - 4.1.6.2.1 Analyze author's purpose
  - 4.1.6.2.2 Recognize techniques of persuasion
  - 4.1.6.2.3 List specific words or details which indicate tone of essay
  - 4.1.6.2.4 Analyze writer's development of ideas
  - 4.1.6.2.5 Form conclusion of the validity of the author's presentation
  - 4.1.6.2.6 Write an essay on a current trend, policy, or problem

4.2 Poetry
- 4.2.1 Discuss the origin of poetry
- 4.2.2 Limericks
  - 4.2.2.1 Differentiate between the limerick and other kinds of poetry
  - 4.2.2.2 Create a limerick
- 4.2.3 Couplets
  - 4.2.3.1 Recognize characteristics of the couplet
  - 4.2.3.2 Write a couplet
- 4.2.4 Quatrains
  - 4.2.4.1 Distinguish between a couplet and a quatrain
  - 4.2.4.2 Compose a quatrain using either of the rhyme schemes for quatrains
- 4.2.5 Ballads
  - 4.2.5.1 Define ballad
  - 4.2.5.2 Describe the subject matter of ballads
  - 4.2.5.3 List five well-known ballads
- 4.2.6 Epics
  - 4.2.6.1 Define epic
  - 4.2.6.2 Describe the subject matter of epics
  - 4.2.6.3 List two well-known epic poems
- 4.2.7 Lyric poems
  - 4.2.7.1 Discuss the nature of lyrical poetry
  - 4.2.7.2 Compare lyric poetry to narrative poetry
  - 4.2.7.3 Discuss the role of rhythm, tone, and literary devices in lyric poetry
- 4.2.8 Literary devices
  - 4.2.8.1 Figurative language
    - 4.2.8.1.1 Define simile
    - 4.2.8.1.2 Differentiate between metaphor and simile
    - 4.2.8.1.3 Give examples of personification
    - 4.2.8.1.4 Locate apostrophe in assigned work
    - 4.2.8.1.5 Cite examples of metaphors and similes in everyday language
  - 4.2.8.2 Imagery
    - 4.2.8.2.1 Explain the use of sensory imagery in an assigned poem
    - 4.2.8.2.2 Illustrate visual imagery in a written paragraph

4.2.8.2.3 Auditory imagery
- 4.2.8.2.3.1 Locate examples of alliteration in a given material
- 4.2.8.2.3.2 Define assonance by giving an example
- 4.2.8.2.3.3 Demonstrate knowledge of onomatopoeia in an original poem

4.2.8.2.4 Demonstrate verbal irony in oral presentation
4.2.8.2.5 Illustrate irony of situation by creating a short, simple story or incident
4.2.8.2.6 Demonstrate understanding of symbolism through interpretation of an assigned work
4.2.8.2.7 Discuss the significance of imagery, irony, and symbolism in poetry

5.0 LISTENING

5.1 Explain the difference between hearing and listening
5.2 Discuss the four steps included in the full process of listening
5.3 Know how to improve hearing
5.4 List suggestions for improving understanding
5.5 Illustrate effective and ineffective listening situations
5.6 Know how to evaluate oral presentations
5.7 Listen to an oral presentation, take notes, and develop the notes into a written composition

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The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 GRAMMAR AND MECHANICS

- 1.1 Eight parts of speech
  - 1.1.1 Noun
    - 1.1.1.1 Define a noun and noun substitute
    - 1.1.1.2 Classify nouns according to type (i.e. proper and common)
    - 1.1.1.3 Distinguish between singular and plural nouns
    - 1.1.1.4 Recognize the various uses of nouns and noun substitutes in word groups
    - 1.1.1.5 Use nouns and noun substitutes in word groups
  - 1.1.2 Verb
    - 1.1.2.1 Define a verb
    - 1.1.2.2 Classify verbs according to principal parts
    - 1.1.2.3 Distinguish between regular and irregular verbs
    - 1.1.2.4 Recognize active and passive voice in transitive verbs
    - 1.1.2.5 Recognize intransitive linking and complete verbs
    - 1.1.2.6 Use transitive and intransitive verbs in sentences
    - 1.1.2.7 Conjugate verbs and verbals in all tenses and moods
  - 1.1.3 Pronoun
    - 1.1.3.1 Define a pronoun
    - 1.1.3.2 Recognize the kinds of pronouns (demonstrative, interrogative, indefinite, personal, possessive, reflexive, intensive, relative, and numerical
    - 1.1.3.3 Make use of the various kinds of pronouns in sentences
    - 1.1.3.4 Use the three cases of pronouns correctly in sentences
    - 1.1.3.5 Make pronouns agree with their antecedents in gender and number both in speaking and in writing
    - 1.1.3.6 Differentiate between contractions and possessive pronouns
  - 1.1.4 Adjective
    - 1.1.4.1 Define an adjective
    - 1.1.4.2 Know the questions adjectives answer
    - 1.1.4.3 Recognize the types of adjectives (predicate, attributive, and appositive)
    - 1.1.4.4 Write sentences using the types of adjectives
    - 1.1.4.5 Know the degrees of adjectives (positive, comparative, superlative)
    - 1.1.4.6 Select a variety of specific adjectives in writing
  - 1.1.5 Adverb
    - 1.1.5.1 Define an adverb
    - 1.1.5.2 Know the questions adverbs answer
    - 1.1.5.3 Know the degrees of adverbs
    - 1.1.5.4 Distinguish between adverbs and adjectives
    - 1.1.5.5 Recognize that negative words are adverbs
    - 1.1.5.6 Write sentences using adverbs correctly
  - 1.1.6 Preposition
    - 1.1.6.1 Define a preposition
    - 1.1.6.2 Recognize a preposition as showing the relationship of its object to another word in the sentence
    - 1.1.6.3 Distinguish between prepositions and adverbs
    - 1.1.6.4 Write sentences using prepositions correctly
  - 1.1.7 Conjunction
    - 1.1.7.1 Define a conjunction
    - 1.1.7.2 Know the types of conjunctions (coordinate, subordinate, correlative)
    - 1.1.7.3 Distinguish between conjunctions, prepositions, and adverbs
    - 1.1.7.4 Demonstrate an understanding of the kinds of conjunctions by writing sentences using the different kinds
  - 1.1.8 Interjection
    - 1.1.8.1 Define an interjection
    - 1.1.8.2 Make sentences both orally and in writing using interjections
- 1.2 Kinds of sentences
  - 1.2.1 Sentences classified according to meaning
    - 1.2.1.1 Recognize declarative, imperative, interrogative, and exclamatory sentences
    - 1.2.1.2 Write effective sentences in each classification as well as sentences in the inverted order
  - 1.2.2 Sentences classified according to structure
    - 1.2.2.1 Simple sentence
      - 1.2.2.1.1 Define a simple sentence
      - 1.2.2.1.2 Recognize compound elements in a simple sentence
      - 1.2.2.1.3 Write correct and interesting simple sentences
    - 1.2.2.2 Compound sentence
      - 1.2.2.2.1 Define a compound sentence
      - 1.2.2.2.2 Distinguish between a compound sentence and a simple sentence with compound elements
      - 1.2.2.2.3 Write compound sentences

1.2.2.3 Complex sentence
1.2.2.3.1 Define a complex sentence
1.2.2.3.2 Dependent clauses used in complex sentences
1.2.2.3.2.1 Know the kinds of dependent clauses used in a complex sentence
1.2.2.3.2.2 Recognize that a noun clause is usually introduced by that, how, why, when, where, and what
1.2.2.3.2.3 Recognize an adjective clause as introduced by a relative pronoun
1.2.2.3.2.4 Recognize an adverb clause as introduced by a subordinate conjunction
1.2.2.3.2.5 Use dependent clauses effectively in sentences for variety
1.2.2.4 Compound-complex sentence
1.2.2.4.1 Define a compound-complex sentence
1.2.2.4.2 Recognize the components of a compound-complex sentence
1.2.2.4.3 Write an original compound-complex sentence
1.2.3 Sentences classified according to pattern
1.2.3.1 Write a sentence using the simplest sentence pattern, subject-verb
1.2.3.2 Demonstrate an understanding of the sentence pattern subject-verb-object by writing several sentences using this pattern
1.2.3.3 Illustrate the sentence pattern subject-linking verb-noun by writing several sentences using this pattern
1.2.3.4 Write sentences using the sentence pattern subject-linking verb-adjective
1.2.3.5 Construct sentences using the sentence pattern subject-verb-indirect object-object
1.2.3.6 Write sentences using the sentence pattern subject-verb-object-objective complement
1.2.3.7 Write sentences using the sentence pattern subject-verb-object-adjective
1.2.3.8 Demonstrate an understanding of the sentence patterns by using them in writing and orally
1.3 Punctuation and capitalization
1.3.1 Punctuation
1.3.1.1 Demonstrate an understanding of end punctuation by writing sentences using the period, question mark and exclamation point
1.3.1.2 Apply the rules for internal punctuation in sentences including the use of commas to set off names in a direct address, parenthetical expression, contrasting expressions, nonrestrictive clauses, titles or degrees, and wherever it will prevent misreading a sentence
1.3.1.3 Write sentences using correct punctuation for appositives and for setting off words that change a statement into a question or an exclamatory sentence
1.3.1.4 Illustrate in sentences the correct punctuation for setting off items in a date or an address, for setting off items in a series, and for separating adjectives of equal importance
1.3.1.5 Recognize the comma rule in which a comma is used after a complimentary close of any letter and after the salutation of a friendly letter
1.3.1.6 Demonstrate an understanding of how a comma is used after an introductory adverb clause, verbal phrase, or a long prepositional phrase or group of phrases by writing sentences illustrating these uses of a comma
1.3.1.7 Recognize that a comma is used in writing to mark an omission of words
1.3.1.8 Write sentences to illustrate the use of commas to separate the main parts of a compound sentence if the main parts are joined by a coordinate conjunction
1.3.1.9 Demonstrate an understanding of comma usage by writing direct quotations
1.3.1.10 Use a period after an abbreviation or an initial and to indicate a decimal, a decimal fraction or dollar and cents
1.3.1.11 Write sentences demonstrating an understanding of apostrophe usage to show possession with nouns or indefinite pronouns, contractions of words or numerals, to mark omitted letters in colloquial speech and to form the plurals of letters, figures, signs, or words used simply as words
1.3.1.12 Demonstrate an understanding of the use of quotation marks by writing sentences using quotation marks to enclose a direct quotation, to draw special attention to a word, to indicate the title of short poems, short stories, essays, short musical compositions, short plays, chapters, speeches, articles, works of art, and radio and television program titles
1.3.1.13 Recognize that quotations within a quotation are enclosed in single quotation marks
1.3.1.14 Write sentences using quotation marks with other marks of punctuation such as a comma, a period, a colon, a question mark, and an exclamation mark

1.3.1.15 Employ in written sentences underlining and quotation marks relative to titles of books, long plays, newspapers, magazines, long poems, musical compositions, names of ships, airplanes, and trains; also foreign words, signs, figures, or letters referred to as such, and words emphasized

1.3.1.16 Demonstrate an understanding of the use of the semicolon by writing sentences using the semicolon to separate the clauses of a compound sentence if the conjunction is omitted and before conjunctive adverbs

1.3.1.17 Write sentences using the semicolon to separate items in a series if there are commas within the items themselves and to make clear the separation between the main clauses of a compound sentence if the sentence contains other commas

1.3.1.18 Illustrate the colon rule in a sentence in which a statement precedes a list introduced by such an expression as the following, these, and as follows

1.3.1.19 Write sentences to illustrate the colon used to introduce a long or formal quotation or statement

1.3.1.20 Show in writing how the colon is used after the salutation in a business letter, between numbers indicating time, and between numbers indicating Bible chapters and verses

1.3.1.21 Demonstrate in written sentences the use of the hyphen in writing certain compound nouns, in spelling out compound numbers from 21 to 99, and in writing out fractions used as adjectives

1.3.1.22 Write sentences illustrating the use of the hyphen with the suffix elect and prefixes self, vice, and ex

1.3.1.23 Demonstrate an understanding of how words are hyphenated at the end of a sentence

1.3.1.24 Write sentences showing how hyphens are used between the parts of compound adjectives used before a noun and in compound adjectives made of a prefix and a proper noun or adjective

1.3.2 Capitalization

1.3.2.1 Write sentences using the correct capitalization for names of persons, days of the week, and the months

1.3.2.2 Demonstrate an understanding of the capitalization of names of religions and religious denominations

1.3.2.3 Employ rules for capitalization in writing sentences in which the following are capitalized: names of countries, nationalities, races, languages, and specific geographic or place nouns

1.3.2.4 Write sentences containing the capitalized names of special organizations (such as churches, clubs, parties, or businesses)

1.3.2.5 Use the rules for capitalizing the names of buildings and other structures, ships, planes, trains, and any other special manmade products in written sentences

1.3.2.6 Demonstrate in written exercises an understanding of capitalizing names of holidays, special events, historical periods, and famous documents

1.3.2.7 Demonstrate an understanding in written work of capitalizing the first word of every sentence, every line of poetry, and the first word of a direct quotation

1.3.2.8 Employ capitalization rules in writing titles of literary, musical, and art works. (Also capitalize the preposition, conjunction, and article if they come first or last in the title)

1.3.2.9 Write sentences to demonstrate an understanding of capitalizing titles of persons, including degrees, and their abbreviations when used as a proper noun

1.3.2.10 Apply in written sentences the rules for capitalizing the names of school subjects that come from a language or other subjects referring to a specific course

1.3.2.11 Demonstrate in written exercises an understanding of capitalizing the official names of departments of government, the titles of high-ranking officials that precede a name or that stand alone, and names of legislative bills and acts

1.4 Usage

1.4.1 Subject-verb agreement

1.4.1.1 Know that usually the letter s makes nouns plural and verbs singular

1.4.1.2 Recognize that subjects always agree with their verb regardless of word order

1.4.1.3 Write sentences demonstrating an understanding of subject-verb agreement including the sentence in inverted order

1.4.2 Sentence fragments

1.4.2.1 Recognize the most commonly found sentence fragments (no subject, no verb, phrases, parts of compound predicates, and appositive)

1.4.2.2 Correct in exercises sentence fragments by adding missing elements

1.4.3 Run-on sentences
- 1.4.3.1 Recognize run-on sentences (those which run together with no separating punctuation, those which run together with a comma, and those which run together by the repetition and and and so)
- 1.4.3.2 Write corrections for run-on sentences by using one of three methods (incorporate into separate sentences, combine them into a good compound sentence, use one or more of the ideas as a phrase or dependent clause)

2.0 SPELLING AND VOCABULARY

2.1 Spelling
- 2.1.1 Use correctly singular and plural possessives
- 2.1.2 Write words adding prefixes without dropping or adding any letters
- 2.1.3 Spell words with confusing endings (for example - cede, ceed, sede)
- 2.1.4 Demonstrate an understanding of the ie-ei rule, noting the exceptions
- 2.1.5 Recognize that in English the letter q is always followed by u
- 2.1.6 Recognize that ph has the f sound
- 2.1.7 Apply the suffix rules in writing words (e.g., the final y, ie endings, a silent e ending, plural endings of nouns)

2.2 Vocabulary
- 2.2.1 Distinguish between the denotation and connotation of words
- 2.2.2 Recognize the meaning of words in context
- 2.2.3 Incorporate synonyms, antonyms, and homonyms in writing

3.0 LIBRARY SKILLS AND SIMPLE RESEARCH

- 3.1 Know the Dewey Decimal System
- 3.2 Use the Dewey Decimal System in locating materials in the library
- 3.3 Demonstrate an understanding of the use of the card catalog in locating material in the library
- 3.4 Utilize reference books in the library (e.g., encyclopedias, Readers' Guide, atlases, almanacs)
- 3.5 Demonstrate an understanding of the use of the dictionary for definitions, syllabication, pronunciation, derivation, spelling, capitalization, parts of speech, and status labels
- 3.6 Demonstrate an understanding of the library skills in writing a simple research paper
- 3.7 Illustrate a knowledge of note-taking and writing bibliography cards
- 3.8 Write a series of footnotes in the correct form

4.0 COMPOSITION

4.1 Sentence
- 4.1.1 Write effective complete sentences
- 4.1.2 Eliminate in writing errors such as the comma fault and run-on sentence
- 4.1.3 Demonstrate an understanding of writing by avoiding excessive coordination, illogical subordination and incoherence, and dangling modifiers
- 4.1.4 Write effectively avoiding incorrect verb forms and tense shifts
- 4.1.5 Write sentences using correct punctuation

4.2 Paragraph
- 4.2.1 Define a paragraph
- 4.2.2 Choose a specific topic
- 4.2.3 Write a paragraph demonstrating an understanding of adhering to the chosen topic
- 4.2.4 Demonstrate an understanding of choosing a topic sentence that expresses the main idea of the paragraph
- 4.2.5 Employ unity and coherence in a written paragraph
- 4.2.6 Write paragraphs using the different types of paragraph development (e.g., reason, narration, example, comparison and contrast, cause and effect, and detail and explanation)
- 4.2.7 Write meaningful paragraphs in language and mood suited to the reader (e.g., be serious, humorous)

4.3 Theme
- 4.3.1 Outlining
  - 4.3.1.1 Demonstrate an understanding of choosing a specific and interesting topic
  - 4.3.1.2 Develop in writing a three-level outline format (e.g., topic, thesis statement, 3-paragraph body, conclusion)
  - 4.3.1.3 Write effective and cohesive topic sentences for each paragraph
  - 4.3.1.4 Employ in writing paragraphs transitional aids (e.g., ordinal and conjunctive)
  - 4.3.1.5 Recognize the types of theme development (e.g., exposition, narration, description, and argumentation)
  - 4.3.1.6 Write themes using the different types of theme development
  - 4.3.1.7 Write a natural, forceful conclusion

4.4 Biography, autobiography, character sketch
- 4.4.1 Biography
  - 4.4.1.1 Define a biography
  - 4.4.1.2 Write a concise biography keeping an objective point of view
- 4.4.2 Autobiography
  - 4.4.2.1 Define an autobiography
  - 4.4.2.2 Write an autobiography using an objective point of view
  - 4.4.2.3 Differentiate between biography and autobiography
- 4.4.3 Character sketch
  - 4.4.3.1 Define a character sketch
  - 4.4.3.2 Condense a biography into a character sketch

4.5 Short story
- 4.5.1 Understand the construction of a short story
- 4.5.2 Construct a short story using the essential elements of setting, characterization, plot, conflict, climax, denouement, and solution
- 4.5.3 Write a short story which demonstrates an understanding of the point of view used (first person, limited third person, or omniscient third person)
- 4.5.4 Delineate character through the direct or indirect method

4.6 Poetry
- 4.6.1 Differentiate between poetry and prose
- 4.6.2 Write poetry illustrating an understanding of meaning, rhythm, rhyme, and emotion
- 4.6.3 Write examples of the different kinds of verse (e.g. pun, limerick, Haiku, ballad)

5.0 LITERATURE

5.1 Prose
- 5.1.1 Fiction
  - 5.1.1.1 Short story
    - 5.1.1.1.1 Recognize by structure the prose type, short story
    - 5.1.1.1.2 Analyze a short story by indicating setting, character, plot, conflict, climax, denouement, and solution
    - 5.1.1.1.3 Express an appreciation of the author's craft in a short story
    - 5.1.1.1.4 Distinguish between a short story and a novel
    - 5.1.1.1.5 Become involved with the characters, plot, and setting in a short story
  - 5.1.1.2 Novel
    - 5.1.1.2.1 Understand the structure of the novel (background, setting, plot, characterization, conflict, motivation, climax, denouement, and conclusion)
    - 5.1.1.2.2 Recognize the author's technique such as flashback, irony, imagery, and figurative language
    - 5.1.1.2.3 Relate correct use of punctuation and good sentence structure to the author's work and his craft
    - 5.1.1.2.4 Exhibit an appreciation of a novel through writing an essay or critique
    - 5.1.1.2.5 Develop discriminating taste in novel selection
- 5.1.2 Nonfiction
  - 5.1.2.1 Distinguish between nonfiction and fiction
  - 5.1.2.2 Recognize the different types of nonfiction (biography, autobiography, essay and specialized types of nonfiction such as history and scientific writing)
  - 5.1.2.3 Write a precis of a chosen essay
  - 5.1.2.4 Develop an appreciation for the different types of nonfiction

5.2 Poetry
- 5.2.1 Lyric
  - 5.2.1.1 Define lyric poetry
  - 5.2.1.2 Analyze the emotional impact of lyric poetry
  - 5.2.1.3 Recognize the types of lyric poetry such as the sonnet, the ode, the hymn, and the elegy
- 5.2.2 Narrative
  - 5.2.2.1 Define narrative poetry
  - 5.2.2.2 Appreciate the story in a narrative poem
- 5.2.3 Dramatic
  - 5.2.3.1 Define a dramatic monologue
  - 5.2.3.2 Discuss the development of the story in a dramatic monologue such as "My Last Duchess" by Browning
  - 5.2.3.3 Discuss the dramatic verse in Shakespeare's plays

5.3 Drama
- 5.3.1 Types of drama
  - 5.3.1.1 Define drama
  - 5.3.1.2 Discuss the development of the types of drama such as comedy, tragedy, and historical
  - 5.3.1.3 Distinguish between drama and other literary forms

5.3.2 Techniques and devices used in drama
- 5.3.2.1 Discuss staging and dialogue used in a play
- 5.3.2.2 Recognize the elements of the comedy, the tragedy, the history, and the modern play

5.3.3 Author's background
- 5.3.3.1 Know the author's literary background
- 5.3.3.2 Know the author's biographical background
- 5.3.3.3 Discuss the author's motives as related to his literary biographical backgrounds

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LANGUAGE ARTS

LEVEL XI (GRADE ELEVEN)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 LITERATURE

- 1.1 Novel and short story
  - 1.1.1 Analysis
    - 1.1.1.1 Plot
      - 1.1.1.1.1 Define plot
      - 1.1.1.1.2 Narrate the plot
      - 1.1.1.1.3 Identify the type(s) of conflict
      - 1.1.1.1.4 Classify the time order of events
      - 1.1.1.1.5 Identify the parts of plot structure
    - 1.1.1.2 Setting
      - 1.1.1.2.1 Define setting
      - 1.1.1.2.2 Describe the setting of the work
      - 1.1.1.2.3 Indicate whether the setting is vague, detailed, or brief
      - 1.1.1.2.4 Differentiate the functions of setting
    - 1.1.1.3 Characters
      - 1.1.1.3.1 Define character
      - 1.1.1.3.2 List the characters of the work
      - 1.1.1.3.3 Identify the protagonist, antagonist, and minor characters
      - 1.1.1.3.4 List methods of characterization
    - 1.1.1.4 Point of view
      - 1.1.1.4.1 Define point of view
      - 1.1.1.4.2 State the point of view
      - 1.1.1.4.3 Determine any change in the point of view
    - 1.1.1.5 Symbols
      - 1.1.1.5.1 Define a symbol
      - 1.1.1.5.2 List the symbols
      - 1.1.1.5.3 Indicate the meaning of conventional symbol(s)
      - 1.1.1.5.4 Interpret the meaning of original symbol(s)
    - 1.1.1.6 Mood and tone
      - 1.1.1.6.1 Define mood
      - 1.1.1.6.2 Define tone
      - 1.1.1.6.3 Differentiate between mood and tone
    - 1.1.1.7 Theme
      - 1.1.1.7.1 Define theme
      - 1.1.1.7.2 Specify the theme
      - 1.1.1.7.3 Give the significance of the theme
    - 1.1.1.8 Style
      - 1.1.1.8.1 List the elements of style
      - 1.1.1.8.2 Identify the loose sentences
      - 1.1.1.8.3 Identify the periodic sentences
      - 1.1.1.8.4 Examine diction
  - 1.1.2 Interpretation
    - 1.1.2.1 Type of work
      - 1.1.2.1.1 Indicate the movement or influence which characterizes the work (Romanticism, realism, etc.)
      - 1.1.2.1.2 Determine the specific type (psychological, historical, allegorical, etc.)
    - 1.1.2.2 Techniques
      - 1.1.2.2.1 Discuss the advantages or disadvantages of the point of view
      - 1.1.2.2.2 Determine the unifying aspects of the work
      - 1.1.2.2.3 Trace the character development
      - 1.1.2.2.4 Trace the influence of environment on character(s)
    - 1.1.2.3 Implications
      - 1.1.2.3.1 Identify the value system(s) established in the work
      - 1.1.2.3.2 Determine the author's attitude toward the value system(s)
      - 1.1.2.3.3 Relate the systems and attitudes to students' systems and attitudes
- 1.2 Essay
  - 1.2.1 Analysis
    - 1.2.1.1 Define essay
    - 1.2.1.2 Distinguish between the formal and the informal essay
    - 1.2.1.3 Determine whether the essay is descriptive, narrative, argumentative, or expository
    - 1.2.1.4 Determine the subject of the essay
    - 1.2.1.5 List the supporting details
    - 1.2.1.6 State the conclusion(s) reached
    - 1.2.1.7 Examine diction as it reflects attitude
    - 1.2.1.8 Determine the frequency of periodic and loose sentences
  - 1.2.2 Interpretation
    - 1.2.2.1 Discuss appropriateness to audience
    - 1.2.2.2 Determine the basis of appeal
    - 1.2.2.3 Appraise achievement of purpose

1.2.2.4 Assess the author's philosophy as demonstrated in the essay

1.3 Biography

1.3.1 Content

1.3.1.1 Distinguish between biography and autobiography

1.3.1.2 Distinguish between biography and biographical novel

1.3.2 Interpretation

1.3.2.1 Tone

1.3.2.1.1 Determine the author's attitude toward his subject

1.3.2.1.2 Determine whether the author's approach is conservative (historical) or romantic

1.3.2.1.3 Determine whether the author narrates social background of the period to give the reader insight into the subject's attitudes

1.3.2.1.4 Determine whether the author gives personal details that have no bearing on the subject's public role

1.3.2.1.5 Determine whether the author has invented details of subject's gestures, actions, conversations, and thoughts

1.3.2.2 Documentation

1.3.2.2.1 Specify sources of authentic biographical material

1.3.2.2.2 Assess the particular author's documentation

1.4 Poetry

1.4.1 Analysis

1.4.1.1 General types

1.4.1.1.1 Lyric poetry

1.4.1.1.1.1 Define lyric poetry

1.4.1.1.1.2 List the characteristics of an elegy

1.4.1.1.1.3 List the characteristics of an ode

1.4.1.1.1.4 List the characteristics of a sonnet

1.4.1.1.1.5 Specify words and phrases which contribute to the mood and tone

1.4.1.1.1.6 State the theme

1.4.1.1.2 Narrative poetry

1.4.1.1.2.1 Define narrative poetry

1.4.1.1.2.2 List the elements of narrative poetry

1.4.1.1.2.3 Define the elements of narrative poetry

1.4.1.1.2.4 Cite lines which establish the setting

1.4.1.1.2.5 Specify words and phrases which establish the mood and atmosphere

1.4.1.1.2.6 Indicate descriptive words and phrases which focus on characterization

1.4.1.1.2.7 State the theme

1.4.1.2 Verse forms

1.4.1.2.1 Define blank verse

1.4.1.2.2 Define free verse

1.4.1.2.3 Define rhymed verse

1.4.1.2.4 Demonstrate the ability to recognize verse forms

1.4.1.3 Poetic devices

1.4.1.3.1 Imagery

1.4.1.3.1.1 Define simile, metaphor, personification, apostrophe, synecdoche, metonymy, litotes, hyperbole, and oxymoron

1.4.1.3.1.2 Recognize the use of the above in specific poems

1.4.1.3.2 Sound devices

1.4.1.3.2.1 Define alliteration, assonance, consonance, and onomatopoeia

1.4.1.3.2.2 Recognize the use of the above in specific poems

1.4.1.3.3 Scansion

1.4.1.3.3.1 Define the four basic metrical feet

1.4.1.3.3.2 Define meter

1.4.1.3.3.3 Define rhyme scheme

1.4.1.3.3.4 Demonstrate the ability to scan a poem

1.4.1.3.4 Other terms

1.4.1.3.4.1 Define the following: irony, satire, allusion, paradox, symbol, and allegory

1.4.1.3.4.2 Recognize the use of these devices as they apply to poetry

1.4.2 Interpretation

1.4.2.1 Specify the significance of the poetic devices as they contribute to the development of the poem

1.4.2.2 Recognize trends (Romanticism, classicism, realism, etc.) which influence the content of the poem

1.4.2.3 Relate the theme of the poem to student's understanding of experience

1.5 Drama

1.5.1 Definitions

1.5.1.1 Define drama
1.5.1.2 Define comedy and tragedy
1.5.1.3 Determine the style as literary or theatrical
1.5.1.4 Define pathos
1.5.1.5 Define catharsis
1.5.1.6 Differentiate among verbal irony, dramatic irony, and irony of situation
1.5.1.7 Define foreshadowing
1.5.1.8 Define anachronism

1.5.2 Elements of drama

1.5.2.1 Setting

1.5.2.1.1 State the setting
1.5.2.1.2 Determine the atmosphere established by the setting
1.5.2.1.3 Observe the time lapse between scenes

1.5.2.2 Plot

1.5.2.2.1 Determine the dramatic and/or technical climax
1.5.2.2.2 Recognize the involvement of the protagonist and the antagonist

1.5.2.3 Characters

1.5.2.3.1 Identify the attitudes of the characters as projected through their feelings and actions
1.5.2.3.2 Identify the strengths and weaknesses of the characters
1.5.2.3.3 Define foil

1.5.2.4 Theme

1.5.2.4.1 State the central idea
1.5.2.4.2 Discuss the significance of the theme

1.5.3 Language of drama

1.5.3.1 Dialogue

1.5.3.1.1 Define dialogue
1.5.3.1.2 Define monologue
1.5.3.1.3 Define soliloquy
1.5.3.1.4 Define aside

1.5.3.2 Staging

1.5.3.2.1 Define proscenium
1.5.3.2.2 Define empty stage
1.5.3.2.3 Discuss the lighting effects
1.5.3.2.4 Define plastic theater
1.5.3.2.5 Discuss the effect of music

1.5.4 Trends

1.5.4.1 Define realism
1.5.4.2 Explain epic realism
1.5.4.3 Define expressionism
1.5.4.4 Define symbolism
1.5.4.5 Determine whether the play is influenced by one or a combination of trends

1.6 American literature

1.6.1 Movements

1.6.1.1 Specify the characteristics of early utilitarian literature
1.6.1.2 Recognize the influence of the Puritans on the development of American literature
1.6.1.3 Recognize the influence of the Cavaliers on the development of American literature
1.6.1.4 Define romanticism
1.6.1.5 Specify the characteristics of the Romantic Movement in American literature
1.6.1.6 List elements of romanticism found in specific selections
1.6.1.7 Define transcendentalism
1.6.1.8 Recognize the influence of transcendentalism on American literature
1.6.1.9 Define realism
1.6.1.10 Specify the characteristics of realism
1.6.1.11 Recognize realistic aspects of specific selections
1.6.1.12 Define naturalism
1.6.1.13 Specify the characteristics of naturalism
1.6.1.14 Recognize naturalistic aspects of specific selections
1.6.1.15 Indicate the manifestations of geographical, social, and intellectual forces on American literature
1.6.1.16 Determine whether American literature has its own subjects, attitudes, and emphases

1.6.2 Periods

1.6.2.1 Specify reasons why the colonial and revolutionary war periods were conducive to utilitarian literature

1.6.2.2 Specify reasons why the early 19th century was conducive to the development of romanticism
1.6.2.3 Determine the influence of the Civil War on literature
1.6.2.4 Indicate the significance of social movements and aspirations of the 19th century
1.6.2.5 Specify reasons why the late 19th century and early 20th century were conducive to the development of realism
1.6.2.6 Recognize the diversity of the literature of the 20th century

1.6.3 Types
1.6.3.1 Determine America's contribution to the development of the short story
1.6.3.2 Trace the development of the novel in America
1.6.3.3 Recognize America's contribution to drama
1.6.3.4 Recognize America's contribution to the development of modern poetry

2.0 LANGUAGE

2.1 Composition

2.1.1 Types of paragraphs and themes
2.1.1.1 Define description
2.1.1.2 Define narration
2.1.1.3 Define argumentation
2.1.1.4 Define exposition

2.1.2 Format of paragraphs and themes
2.1.2.1 Identify possible positions of topic or thesis sentences
2.1.2.2 Appraise the need for introductory statements
2.1.2.3 Explain the function of a clincher sentence and concluding paragraph

2.1.3 Organization of ideas
2.1.3.1 Limit the topic
2.1.3.2 Develop a topic or thesis sentence
2.1.3.3 List supporting statements

2.1.4 Development of ideas
2.1.4.1 Discuss the use of examples, incidents, facts, reasons, and statistics
2.1.4.2 Distinguish among them

2.1.5 Arrangement of details
2.1.5.1 Discuss the use and order of location, chronological order, order of importance, comparison and contrast, and general to specific
2.1.5.2 Differentiate among these arrangements

2.1.6 Outlining ideas
2.1.6.1 Differentiate between topic and sentence outline
2.1.6.2 Arrange ideas in logical order
2.1.6.3 Make use of parallelism
2.1.6.4 Rank ideas as topics, sub-topics, and details
2.1.6.5 Examine the use of Roman numerals, capital letters, Arabic numerals, etc. periods and indentation

2.1.7 Qualities of good paragraphs
2.1.7.1 Unity
2.1.7.1.1 Define unity
2.1.7.1.2 Determine whether one idea is developed
2.1.7.1.3 Determine whether one idea is emphasized
2.1.7.1.4 Determine whether details are parallel

2.1.7.2 Coherence
2.1.7.2.1 Define coherence
2.1.7.2.2 Identify transitional words and phrases
2.1.7.2.3 Recognize repetition of key words and phrases as transitional devices

2.1.7.3 Effectiveness
2.1.7.3.1 Define effectiveness
2.1.7.3.2 Examine the importance of variety in word choice, phrasing, and sentence patterns
2.1.7.3.3 Demonstrate the ability to select specific words and phrases to insure conciseness

2.2 Grammar

2.2.1 Recognize the eight parts of speech
2.2.2 Recognize the following elements of the sentence: subject, predicate, predicate nominative, predicate adjective, objective complement, appositive, retained object, adverbial objective, prepositional phrase used adjectively or adverbially, adjective clause, adverb clause, noun clause, verbals, and independent elements such as interjection, expletive, and nominative absolute
2.2.3 Use the above sentence elements in oral and written composition
2.2.4 Recognize simple, compound, complex, and compound-complex sentences
2.2.5 Use simple, compound, complex, and compound-complex sentences in oral and written composition

2.3 Usage

2.3.1 Recognize errors in sentence structure such as fragments and run-on sentence (including comma splice and fused sentence)

2.3.2 Make subjects and verbs agree in person and number
2.3.3 Observe exceptions such as compound subject limited by each or every, collective noun subject acting as unit, etc.
2.3.4 Avoid shifts in tense, mood, and voice
2.3.5 Demonstrate use of pronoun with its antecedent
2.3.6 Establish clarity in pronoun reference
2.3.7 Distinguish between dialectal and standard usage

2.4 Mechanics
2.4.1 Recognize the use of the comma in the following: introductory adverb clause, introductory verbal phrase, non-restrictive clause, direct quotation, co-ordinate adjectives, compound sentence, appositive, and adjective in appositive position
2.4.2 Illustrate the use of the semi-colon before conjunctive adverbs
2.4.3 Illustrate the use of the colon in formal introductions and explanation
2.4.4 Recognize the use of quotation marks in the following: direct quotes, titles of works, relation to placement of commas and periods
2.4.5 Illustrate the use of single quotation marks
2.4.6 Illustrate the use of the dash in the following: change in thought, parenthetical expression, summarizing statement
2.4.7 Show the use of parentheses in series of numbers or letters identifying ideas and in material loosely connected with the rest of the sentence
2.4.8 Illustrate the use of brackets to enclose explanatory matter that is inserted in quotation from another writer
2.4.9 Recognize the use of ellipses in direct quote
2.4.10 Examine the use of underlining to indicate italics
2.4.11 Demonstrate the use of hyphens in sentences containing compound nouns, compound adjectives, and division of words at the end of a line
2.4.12 Demonstrate the ability to capitalize correctly

2.5 Spelling and vocabulary
2.5.1 Spelling rules
2.5.1.1 Recall rules that govern the spelling of many words
2.5.1.2 Recognize exceptions to rules
2.5.1.3 Recognize that some words have alternate spellings
2.5.1.4 Recognize that some words have identical pronunciations but different meaning and usage
2.5.1.5 Recognize that some words have identical spelling but different pronunciation and meaning
2.5.1.6 Develop the habit of consulting a dictionary for the spelling of difficult words
2.5.2 Root words, prefixes, and suffixes
2.5.2.1 Recall the meaning of the most common root words, prefixes, and suffixes as an aid to vocabulary
2.5.2.2 Analyze strange words by looking for root words
2.5.3 Synonyms and antonyms
2.5.3.1 Use synonyms to show shades of meaning and to avoid repetition
2.5.3.2 Use antonyms to show contrast
2.5.4 Word usage
2.5.4.1 Define denotation
2.5.4.2 Define connotation
2.5.4.3 Differentiate between connotation and denotation
2.5.4.4 Substitute original expressions for cliches and trite expressions
2.5.4.5 Avoid needless repetition
2.5.5 Pronunciation
2.5.5.1 Make use of diacritical marks for correct pronunciation
2.5.5.2 Employ accent marks as an aid in pronunciation
2.5.5.3 Pronounce words correctly as an aid in spelling
2.5.6 Dictionary usage
2.5.6.1 Make use of unabridged dictionaries to determine shades of meaning, extended meaning, and etymology
2.5.6.2 Make use of a thesaurus for variety in word choice

2.6 History of the English language
2.6.1 Development of English
2.6.1.1 Identify the parent languages of English
2.6.1.2 Name the three major stages of the development of English
2.6.1.3 List the basic characteristics of each of these stages of development
2.6.1.4 Account for the influence of the following languages on English: Anglo-Saxon, Latin, Greek, French, Italian, and German
2.6.1.5 Identify the "great vowel shift"
2.6.1.6 Account for standardization of English during the Middle English period
2.6.2 American English
2.6.2.1 Recognize differences between American English and British English
2.6.2.2 Distinguish between standard English and dialect
2.6.2.3 Name the five major dialect areas in the United States
2.6.2.4 Account for the growth of dialects in the United States
2.6.2.5 Account for the current diminishing of distinguishing features in local dialects

2.6.3 Growth and/or change
2.6.3.1 State reasons for the growth and/or change in English
2.6.3.2 Give the significance of the growth and/or change in any language

3.0 LIBRARY SKILLS AND RESEARCH

3.1 Arrangement of the library
3.1.1 Recognize differences in the Dewey Decimal Classification and the Library of Congress Classification
3.1.2 Demonstrate the ability to use the Dewey Decimal system to locate materials
3.1.3 Demonstrate the ability to use the card catalog
3.1.4 Apply practice in using analytic cards and see-also cards
3.1.5 Use the vertical file
3.1.6 Define open and closed stacks
3.1.7 Develop use of slips

3.2 Reference section
3.2.1 Examine scope of various encyclopedias
3.2.2 Consult the encyclopedia which provides the most applicable information
3.2.3 Demonstrate the ability to use indexes to encyclopedias
3.2.4 Determine the type of dictionary needed for specific information
3.2.5 Apply skills in the use of abridged, unabridged, and specialized dictionaries
3.2.6 Demonstrate the ability to use a yearbook, an almanac, an atlas, and a gazetteer
3.2.7 Determine the range of facts, the detail, and the concrete data each yearbook, almanac, atlas, or gazetteer contains
3.2.8 Examine the coverage of several biographical references
3.2.9 Identify the most likely source of biographical information for immediate need
3.2.10 Examine literary indexes
3.2.11 Exhibit the ability to use books of quotations
3.2.12 Determine the coverage of various types of indexes
3.2.13 Demonstrate the ability to use periodical indexes

3.3 Research paper
3.3.1 Locate available material on subject of interest
3.3.2 Research available sources
3.3.3 Limit the subject
3.3.4 Prepare a working bibliography
3.3.5 Examine acceptable forms for bibliography entries
3.3.6 Make bibliography cards
3.3.7 Read extensively
3.3.8 Prepare note cards
3.3.9 Distinguish between quoted material and paraphrased material
3.3.10 Examine correct forms of footnoting
3.3.11 Learn the use of Ibid., op., cit., [sic], et., and al.
3.3.12 Credit each source of information
3.3.13 Examine correct bibliography entries
3.3.14 Prepare a bibliography to show extent of research

4.0 COMMUNICATION AND CRITICAL THINKING

4.1 Non-verbal and verbal communication
4.1.1 Body language
4.1.1.1 Define body language
4.1.1.2 Cite three examples of the use of body langauge in non-verbal communication
4.1.2 Define presymbolic language
4.1.3 Semantics
4.1.3.1 Define semantics
4.1.3.2 Demonstrate an understanding of the following semantic principles by giving appropriate examples: the meaning of a word is not fixed; things with the same name are not ever really the same; the word is not the thing

4.2 Critical thinking
4.2.1 Fact, inference, and judgment
4.2.1.1 Define fact, inference, and judgment
4.2.1.2 Differentiate among the terms fact, inference, and judgment
4.2.1.3 Cite "thinking" situations in which facts must be used
4.2.1.4 Cite situations in which inferences must be made
4.2.1.5 Cite situations in which judgments must be made
4.2.2 Problems in critical thinking
4.2.2.1 Abstractions
4.2.2.1.1 Define abstraction

4.2.2.1.2 Give two examples of an abstraction
4.2.2.1.3 Work from a given abstraction (human, for example) to the most specific level possible

4.2.2.2 Connotation
4.2.2.2.1 Define connotation
4.2.2.2.2 Give examples of words that have an unpleasant, pleasant, or neutral connotation

4.2.2.3 Euphemism
4.2.2.3.1 Define euphemism
4.2.2.3.2 List examples of euphemistic words or phrases

4.2.3 Fallacious reasoning

4.2.3.1 Devices that cloud the issue
4.2.3.1.1 Identify such devices as loaded words, name calling, casting unfounded doubts or suspicions, and band-wagon appeal
4.2.3.1.2 Construct statements that contain examples of such fallacies

4.2.3.2 Devices that raise misleading or irrelevant issues
4.2.3.2.1 Identify such devices as special pleading, ridicule and sarcasm, either/or thinking, sidetracking, half-truths, "red-herring," etc.
4.2.3.2.2 Construct statements that contain examples of such fallacies

4.2.3.3 Other types of fallacies
4.2.3.3.1 Define stereotyping, begging the question, false analogy, and non-sequitur reasoning
4.2.3.3.2 Identify examples of stereotyping, begging the question, false analogy, and non-sequitur reasoning
4.2.3.3.3 Write original examples of these fallacies

LEVEL XII (GRADE TWELVE)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 LANGUAGE

- 1.1 Grammar
  - 1.1.1 Parts of speech
    - 1.1.1.1 Identify the parts of speech
    - 1.1.1.2 Recognize the same word used as different parts of speech
  - 1.1.2 Parts of the sentence
    - 1.1.2.1 Recognize the objective complement, adverbial objective, retained object, and retained indirect object
    - 1.1.2.2 Use the objective complement, adverbial objective, retained object, and retained indirect object in sentences
    - 1.1.2.3 Recognize for use any other sentence elements previously learned
    - 1.1.2.4 Recognize for use verbs as transitive and intransitive
    - 1.1.2.5 Distinguish between active and passive voice
    - 1.1.2.6 Use active and passive voice in sentences
  - 1.1.3 Verbals
    - 1.1.3.1 Recognize verbals as gerunds, particples, or infinitives
    - 1.1.3.2 Use gerunds, participles, and infinitives in sentences
  - 1.1.4 Types of sentences
    - 1.1.4.1 Simple sentence
      - 1.1.4.1.1 Recognize the simple sentence as an independent clause
      - 1.1.4.1.2 Write examples of simple sentences
    - 1.1.4.2 Compound sentence
      - 1.1.4.2.1 Recognize the compound sentence as connected independent clauses
      - 1.1.4.2.2 Write compound sentences with proper connectives
    - 1.1.4.3 Complex sentence
      - 1.1.4.3.1 Recognize the complex sentence as an independent clause with subordinated clause(s)
      - 1.1.4.3.2 Write a complex sentence with an adjective clause
      - 1.1.4.3.3 Write a complex sentence with an adverb clause
      - 1.1.4.3.4 Write a complex sentence with noun clauses
    - 1.1.4.4 Compound-complex sentence
      - 1.1.4.4.1 Recognize independent and dependent clauses in the compound-complex sentence
      - 1.1.4.4.2 Use various arrangements of independent and dependent clauses in compound-complex sentences
- 1.2 Usage
  - 1.2.1 Fragments
    - 1.2.1.1 Recognize a sentence fragment
    - 1.2.1.2 Correct the fragment
  - 1.2.2 Run-on sentence
    - 1.2.2.1 Recognize run-on sentences
    - 1.2.2.2 Correct the run-on sentence
  - 1.2.3 Comma splice
    - 1.2.3.1 Recognize a comma splice
    - 1.2.3.2 Correct the error of comma splice
  - 1.2.4 Verb usage
    - 1.2.4.1 Subject and verb agreement
      - 1.2.4.1.1 Recognize the rule for subject and verb agreement
      - 1.2.4.1.2 Illustrate the rule by writing an inverted sentence
      - 1.2.4.1.3 Illustrate the rule by writing a sentence with a compound subject
      - 1.2.4.1.4 Illustrate the rule by writing a sentence with a plural subject and a singular predicate noun
      - 1.2.4.1.5 Illustrate the rule by writing a sentence containing <u>one of</u> followed by a relative pronoun
      - 1.2.4.1.6 Illustrate the rule by writing a sentence with a subject plural in form but singular in meaning
      - 1.2.4.1.7 Illustrate the rule by writing a sentence in which a relative pronoun (who, which, that) is used as a subject of an adjective clause
    - 1.2.4.2 Proper tense and mood
      - 1.2.4.2.1 Demonstrate ability to use the six tenses correctly
      - 1.2.4.2.2 Explain the uses of each of the perfect tenses
      - 1.2.4.2.3 Write a sentence in which the present perfect tense is used correctly
      - 1.2.4.2.4 Write a sentence in which the past perfect tense is used correctly
      - 1.2.4.2.5 Write a sentence in which the future perfect tense is used correctly
      - 1.2.4.2.6 Differentiate between the uses of the past tense and the present perfect tense

1.2.4.2.7 Illustrate the difference in the past tense and the present perfect tense in original sentences
1.2.4.2.8 Apply the rules for using the subjunctive mood
1.2.4.2.9 Write sentences in which the subjunctive mood is preferred
1.2.4.2.10 Write a sentence containing a condition contrary to fact in the past perfect subjunctive

1.2.4.3 Tense sequence
1.2.4.3.1 Explain tense sequence
1.2.4.3.2 Find an example of a sentence in which the tenses of the verbs are incorrectly shifted from past to present
1.2.4.3.3 Correct the sentence containing an incorrect shift in tense
1.2.4.3.4 Explain when it is correct to use might, could, would, and should instead of may, can, will, and shall
1.2.4.3.5 Use might, could, would, and should after other verbs in sentences
1.2.4.3.6 Explain the difference in the use of the present participle and present infinitive and the perfect participle and perfect infinitive
1.2.4.3.7 Write a sentence using correctly a perfect participle
1.2.4.3.8 Write a sentence using correctly a perfect infinitive

1.2.4.4 Troublesome verbs
1.2.4.4.1 Give the principal parts of lie
1.2.4.4.2 Give the principal parts of lay
1.2.4.4.3 Correct sentences that have used lie and lay incorrectly
1.2.4.4.4 Differentiate between the meanings of rise and raise
1.2.4.4.5 Differentiate between the meanings of sit and set
1.2.4.4.6 Construct sentences using rise, raise, sit, and set in the past tense

1.2.5 Pronoun usage
1.2.5.1 Correct sentences in which the pronoun does not agree with its antecedent
1.2.5.2 Correct sentences in which the pronoun lacks an antecedent
1.2.5.3 Construct sentences to illustrate the correct uses of the nominative, possessive, and objective cases of a pronoun
1.2.5.4 Correct sentences that have used who and whom incorrectly
1.2.5.5 Write a sentence using a pronoun before a gerund
1.2.5.6 Write a sentence using a pronoun as the subject of an infinitive
1.2.5.7 Write a sentence using a pronoun after the infinitive to be when to be has no subject
1.2.5.8 Write a sentence using a pronoun after the infinitive to be when to be has a subject

1.2.6 Adjective and adverb usage
1.2.6.1 Recognize dangling adjective and adverb phrases and clauses
1.2.6.2 Correct sentences containing dangling phrases and clauses
1.2.6.3 Correct sentences containing misplaced modifiers
1.2.6.4 Demonstrate proper use of predicate adjective and of adverbs modifying the verb
1.2.6.5 Make a chart showing the comparative and superlative forms of the adjectives small and beautiful to demonstrate by example the correct formation of the degrees of comparison
1.2.6.6 Demonstrate the proper use of the comparative and the superlative forms

1.3 Mechanics
1.3.1 Punctuation
1.3.1.1 Comma
1.3.1.1.1 Illustrate the punctuation of introductory adverbial clauses
1.3.1.1.2 Illustrate the punctuation of introductory verbal phrases
1.3.1.1.3 Illustrate with an original sentence the punctuation of non-restrictive adjective clauses
1.3.1.1.4 Illustrate the rules for setting off the explanatory part from the direct quotation
1.3.1.1.5 Illustrate the punctuation of coordinate adjectives not joined by a conjunction
1.3.1.1.6 Illustrate the various ways to punctuate a compound sentence appropriately
1.3.1.1.7 Demonstrate the punctuation of restrictive and non-restrictive appositives

1.3.1.2 Semicolon
1.3.1.2.1 Illustrate the use of semicolons between items in a series if any of the parts of the series contain commas
1.3.1.2.2 Illustrate with original sentences three rules for using semicolons between independent clauses

1.3.1.3 Colon
1.3.1.3.1 Write sentences requiring a colon before a formal statement and a formal quotation
1.3.1.3.2 Punctuate a sentence in which a statement is followed by an explanatory clause

1.3.1.4 Quotation marks
- 1.3.1.4.1 Define a direct quotation
- 1.3.1.4.2 Write sentences illustrating the punctuation of a direct quotation
- 1.3.1.4.3 Write sentences which illustrate the types of short literary works whose titles are punctuated with quotation marks
- 1.3.1.4.4 Illustrate with original sentences the proper placement of commas and periods with relation to quotation marks
- 1.3.1.4.5 Write original sentences which illustrate the proper placement of the semicolon or colon and the question mark or the exclamation mark with relation to quotation marks

1.3.1.5 Single quotation marks
- 1.3.1.5.1 Distinguish between use of double and single quotation marks
- 1.3.1.5.2 Indicate the reason for single quotation marks in given sentences
- 1.3.1.5.3 Write original sentences using the single quotation marks correctly

1.3.1.6 Dash
- 1.3.1.6.1 Supply dashes where needed to mark a sudden change or break in given sentences
- 1.3.1.6.2 Differentiate between use of commas and dashes for setting off parenthetical expressions
- 1.3.1.6.3 Differentiate between use of commas and dashes for setting off appositives
- 1.3.1.6.4 Illustrate the use of the dash before a summarizing statement

1.3.1.7 Parentheses
- 1.3.1.7.1 Show how to punctuate numbered or lettered divisions
- 1.3.1.7.2 Use parentheses to enclose parenthetic expressions in sentences

1.3.1.8 Brackets
- 1.3.1.8.1 Explain the use of brackets to set off interpolated material
- 1.3.1.8.2 Punctuate correctly sentences containing editorial corrections

1.3.1.9 Ellipsis
- 1.3.1.9.1 Supply ellipsis marks in given sentences to indicate omission of words
- 1.3.1.9.2 Explain the meaning of four spaced periods

1.3.1.10 Italics
- 1.3.1.10.1 Find examples of literary selections whose titles are italicized in print and rewrite in manuscript, punctuating correctly
- 1.3.1.10.2 Identify other kinds of names that are italicized or underlined
- 1.3.1.10.3 Indicate how foreign words and phrases are punctuated
- 1.3.1.10.4 Illustrate the rule for indicating the use of a word as a word, a letter as a letter, or a figure as a figure

1.3.1.11 Hyphen
- 1.3.1.11.1 Illustrate the use of the hyphen in compound words
- 1.3.1.11.2 Illustrate the use of the hyphen in compound numbers
- 1.3.1.11.3 Practice inserting the hyphen between words in a compound adjective preceding the noun it modifies
- 1.3.1.11.4 Illustrate the placing of a hyphen between syllables at the end of a line
- 1.3.1.11.5 Demonstrate the use of the hyphen between certain prefixes and the proper nouns or adjectives that are used with them

1.3.2 Capitalization
- 1.3.2.1 Capitalize main topics and sub-topics of an outline
- 1.3.2.2 Illustrate the proper capitalization of titles of chapters and parts of a book
- 1.3.2.3 Identify those parts of compound words that require capitalization
- 1.3.2.4 Capitalize names of organizations, institutions, and buildings in sentences
- 1.3.2.5 List governmental bodies and departments requiring capitalization
- 1.3.2.6 Underscore in given sentences titles of persons and abbreviations that need to be capitalized
- 1.3.2.7 Correct in given sentences errors in capitalization of words referring to the Deity, the Bible, divisions of the Bible, and other sacred writings
- 1.3.2.8 Illustrate the rule for capitalizing names of school subjects
- 1.3.2.9 Insert in given sentences the capital letters needed for titles of literary works and compositions

1.3.3 Numbers
- 1.3.3.1 Explain when writers should spell out numbers and when they should use figures

1.3.3.2 List ten special usages regarding numbers
1.3.3.3 Find examples illustrating the special usages
1.3.3.4 Correct all errors in the use of numbers in given sentences

2.0 LITERATURE

2.1 Short stories
2.1.1 Identify the five parts of a conventional plot by designating specific paragraphs which illustrate opening action, rising action, climax, falling action, and denouement or resolution
2.1.2 Identify the basic element emphasized by the author (plot, setting, character) in a selected short story
2.1.3 Illustrate through selected lines the basic element emphasized by the author
2.1.4 Identify the theme and purpose of a given short story
2.1.5 Identify the point of view from which a given short story is told
2.1.6 Describe in paragraph form the mood or atmosphere and the tone
2.1.7 Relate the setting of a selected short story as a contributing force to establishing or underscoring the theme
2.1.8 Identify the methods of characterization used in a given short story
2.1.9 Identify the time order (chronological or flashback) used as a structural device in a given short story
2.1.10 Cite the unifying agents in a particular short story that create a structural whole for that work
2.1.11 Identify the basic type of conflict used in selected stories
2.1.12 Give examples of the various points of view from which selected short stories are told
2.1.13 Identify in writing methods of characterization used by two different authors
2.1.14 Compare the styles of writing of two or more authors
2.1.15 Identify figurative language and any symbolism when given selected passages
2.1.16 List new words before identifying their meanings in selected short stories
2.1.17 Create a paragraph revealing the student's reactions to an idea, a theme, the mood, or the tone of a short story

2.2 Novel
2.2.1 Know the basic differences between the novel and the short story
2.2.2 Identify the five parts if a conventional plot is used
2.2.3 Identify the relationship between the plot and subplots of a novel
2.2.4 Identify the type of conflict or conflicts used in a particular novel
2.2.5 Identify the point of view used in the novel
2.2.6 Identify variations and/or innovations in point of view used by the novelist
2.2.7 Describe how the novelist arranges the episodes in the novel according to the basic time sequences such as chronological or flashback (or any variations upon these two)
2.2.8 Contrast the character development used in the short story with that used in the novel
2.2.9 Identify symbolism in a particular novel
2.2.10 Interpret symbolism in a particular novel
2.2.11 Discuss the author's style of writing and literary devices and techniques he uses for a particular novel
2.2.12 Cite the agents in a selected novel that unify it into a structural whole
2.2.13 Identify the type of a selected novel
2.2.14 Identify the efforts of writers to portray the complexity of life
2.2.15 Write a composition in response to the theme of a certain novel
2.2.16 Identify (compare/contrast) the diverse styles of writers in given selections
2.2.17 Identify the political, economic, and social backgrounds which affect the selection
2.2.18 Write an intensive analysis of a literary passage from a selected novel
2.2.19 Write an in-depth analysis of the function in a selected novel of one or more elements of fiction (setting, characterization, etc.)
2.2.20 Write an in-depth comparison/contrast between two novels of one or more elements of fiction (theme, characterization, setting, point of view, etc.)

2.3 Essay
2.3.1 Analysis
2.3.1.1 Define essay
2.3.1.2 Distinguish between formal and informal essays
2.3.1.3 Determine whether the essay is descriptive, narrative, argumentative, or expository
2.3.1.4 Determine the subject of the essay
2.3.1.5 Identify the supporting details of the essay
2.3.1.6 State the conclusion reached in the essay
2.3.1.7 Examine the diction of the essay as it reflects attitude
2.3.1.8 Determine the frequency of periodic and loose sentences
2.3.2 Interpretation
2.3.2.1 Discuss the appropriateness of the essay to its audience
2.3.2.2 Determine the essay's basis of appeal
2.3.2.3 Appraise the author's achievement of purpose in the essay
2.3.2.4 Determine the author's philosophy as demonstrated in the essay

2.3.2.5 Identify historical, sociological, or economic trends reflected in the essay that may have influenced the writer's thesis
2.3.2.6 Compare/contrast essays by different writers as to reader appeal, purpose, or philosophy

2.4 Biography
- 2.4.1 Content
  - 2.4.1.1 Distinguish between biography and autobiography
  - 2.4.1.2 Distinguish between biography and the biographical novel
  - 2.4.1.3 Discuss the importance of diaries and journals
- 2.4.2 Evaluation
  - 2.4.2.1 Tone
    - 2.4.2.1.1 Determine the author's attitude toward the subject
    - 2.4.2.1.2 Determine whether the author's approach is conservative (historical) or romantic
    - 2.4.2.1.3 Determine whether or not the author narrates the social background of the period to give the reader insight into the subject's attitudes
    - 2.4.2.1.4 Determine whether or not the author gives personal details that have no bearing on the subject's public role
    - 2.4.2.1.5 Determine whether or not the author has invented details of the subject's gestures, actions, conversation, and thoughts
  - 2.4.2.2 Documentation
    - 2.4.2.2.1 Specify sources for authentic biographical material
    - 2.4.2.2.2 Assess a particular author's documentation

2.5 Drama
- 2.5.1 Define drama
- 2.5.2 Distinguish between comedy and tragedy
- 2.5.3 Determine dramatic style as literary or theatrical
- 2.5.4 Explain the masque
- 2.5.5 Elements of drama
  - 2.5.5.1 Setting
    - 2.5.5.1.1 State the setting as to both time and place
    - 2.5.5.1.2 Determine the atmosphere created by the setting
    - 2.5.5.1.3 Observe the time lapse between scenes
  - 2.5.5.2 Plot
    - 2.5.5.2.1 Identify the basic structure of a conventional dramatic plot as to exposition, initial complicating incident, rising action, climax and/or crisis, falling action, catastrophe, denouement and/or resolution
    - 2.5.5.2.2 Cite any variations from the basic plot structure
    - 2.5.5.2.3 Identify the major conflict and minor conflicts within the drama
    - 2.5.5.2.4 Cite any sub-plots evident in the drama
    - 2.5.5.2.5 Recognize the involvement of the protagonist and the antagonist
  - 2.5.5.3 Characters
    - 2.5.5.3.1 Identify the strengths and weaknesses of characters
    - 2.5.5.3.2 Identify attitudes of characters as projected through their feelings and actions
    - 2.5.5.3.3 Explain the use of a character as a foil
    - 2.5.5.3.4 Discuss the function of the minor characters
  - 2.5.5.4 Theme
    - 2.5.5.4.1 State the theme
    - 2.5.5.4.2 Discuss the significance of the theme
- 2.5.6 Language of drama
  - 2.5.6.1 Define dialogue
  - 2.5.6.2 Define monologue
  - 2.5.6.3 Define soliloquy
  - 2.5.6.4 Explain stichomythia
- 2.5.7 Staging
  - 2.5.7.1 Define proscenium
  - 2.5.7.2 Define empty stage
  - 2.5.7.3 Discuss the effects of lighting
  - 2.5.7.4 Discuss the effects of music
- 2.5.8 Trends
  - 2.5.8.1 Define realism
  - 2.5.8.2 Define existentialism
  - 2.5.8.3 Explain epic realism
  - 2.5.8.4 Define expressionism
  - 2.5.8.5 Explain symbolism
  - 2.5.8.6 Determine whether the play is influenced by one trend or a combination of trends

2.5.9 Other dramatic terms
- 2.5.9.1 Define pathos
- 2.5.9.2 Define catharsis
- 2.5.9.3 Explain comic relief
- 2.5.9.4 Explain foreshadowing
- 2.5.9.5 Define pun
- 2.5.9.6 Define anachronism
- 2.5.9.7 Explain dramatic irony
- 2.5.9.8 Distinguish between verbal irony and situational irony
- 2.5.9.9 Explain the dramatic unities
- 2.5.9.10 Define the Aristotelian tragic hero
- 2.5.9.11 Define the anti-hero

2.6 Poetry

2.6.1 General poetry
- 2.6.1.1 Define lyric poetry
- 2.6.1.2 Define narrative poetry

2.6.2 Special types
- 2.6.2.1 Identify the characteristics of the epic
- 2.6.2.2 Explain mock epic
- 2.6.2.3 Describe a dramatic monologue
- 2.6.2.4 Compare Italian and Elizabethan sonnets
- 2.6.2.5 Describe a metrical romance
- 2.6.2.6 Identify the characteristics of the ballad
- 2.6.2.7 Define verse essay
- 2.6.2.8 Identify the characteristics of an elegy
- 2.6.2.9 Compare the characteristics of the fable, the parable, and the exemplum
- 2.6.2.10 Contrast the elegy with the epitaph
- 2.6.2.11 Describe shaped verse

2.6.3 Verse forms
- 2.6.3.1 Define blank verse
- 2.6.3.2 Define free verse
- 2.6.3.3 Describe the heroic couplet
- 2.6.3.4 Describe the ballad stanza
- 2.6.3.5 Define terza rima
- 2.6.3.6 Describe the Spenserian stanza
- 2.6.3.7 List characteristics of Anglo-Saxon verse

2.6.4 Poetic devices

2.6.4.1 Imagery
- 2.6.4.1.1 Compare simile and metaphor
- 2.6.4.1.2 Explain personification
- 2.6.4.1.3 Define apostrophe
- 2.6.4.1.4 Define synecdoche
- 2.6.4.1.5 Explain metonymy
- 2.6.4.1.6 Define antithesis
- 2.6.4.1.7 Compare litotes and hyperbole
- 2.6.4.1.8 Explain the use of oxymoron
- 2.6.4.1.9 Describe a metaphysical conceit
- 2.6.4.1.10 Recognize the use of each of the aforementioned devices of imagery

2.6.4.2 Sound devices
- 2.6.4.2.1 Explain rhyme and rhyme scheme
- 2.6.4.2.2 Distinguish between masculine and feminine rhyme
- 2.6.4.2.3 Explain internal rhyme
- 2.6.4.2.4 Explain slant rhyme
- 2.6.4.2.5 Explain alliteration
- 2.6.4.2.6 Define onomatopoeia
- 2.6.4.2.7 Explain consonance
- 2.6.4.2.8 Explain assonance
- 2.6.4.2.9 Define caesura
- 2.6.4.2.10 Recognize the use of each of these sound devices

2.6.4.3 Scansion
- 2.6.4.3.1 Define meter
- 2.6.4.3.2 Distinguish between iambic and trochaic feet
- 2.6.4.3.3 Compare dactylic and anapestic feet
- 2.6.4.3.4 Define spondee
- 2.6.4.3.5 Explain the use of prefixes in describing the number of metrical feet per line (e.g., mono-, tri-, penta-)
- 2.6.4.3.6 Scan a poem

2.6.4.4 Other poetic terms
- 2.6.4.4.1 Define kenning
- 2.6.4.4.2 Explain allusion
- 2.6.4.4.3 Define epigram

2.6.4.4.4 Define paradox
2.6.4.4.5 Explain symbolism
2.6.4.4.6 Define allegory
2.6.4.4.7 Explain irony
2.6.4.4.8 Explain satire
2.6.4.4.9 Relate irony and satire
2.6.4.4.10 Explain juxtaposition

2.6.5 Interpretation
2.6.5.1 Indicate any historical or social movement or biographical information which may have influenced or which may be reflected in the poem
2.6.5.2 Identify didactic characteristics of the poem
2.6.5.3 Identify the elements of poetry (theme, mood, tone, content, symbolism)
2.6.5.4 Recognize the contribution of poetic diction to the poem
2.6.5.5 Relate external poetic structure to the poem as a unified whole
2.6.5.6 Specify the significance of the poetic devices as they contribute to the thematic development of the poem
2.6.5.7 Compare the literary merits of the poem to the reader's personal appreciation and to other poems of its genre

3.0 COMPOSITION

3.1 Written paragraphs
3.1.1 Organization of ideas
3.1.1.1 Express main idea in a topic sentence
3.1.1.2 Use major supporting statements
3.1.1.3 Explain with minor supporting statements
3.1.1.4 Summarize in a clincher sentence
3.1.2 Types of paragraphs
3.1.2.1 Description, narration, argumentation
3.1.2.1.1 Differentiate among description, narration, and argumentation paragraphs
3.1.2.1.2 Write paragraphs of description, narration, and argumentation
3.1.2.2 Exposition
3.1.2.2.1 Explain by analyzing
3.1.2.2.2 Explain by dividing subject into parts
3.1.2.2.3 Select examples
3.1.2.2.4 Show comparison or contrast
3.1.2.2.5 Define subject clearly and completely
3.1.2.2.6 Propose reasons
3.1.3 Style in paragraphs
3.1.3.1 Diction
3.1.3.1.1 Utilize specific words to convey meanings or attitudes
3.1.3.1.2 Write paragraphs that express ideas clearly and precisely
3.1.3.2 Conciseness
3.1.3.2.1 Choose the most precise words
3.1.3.2.2 Recognize pointless repetition
3.1.3.2.3 Write concise paragraphs
3.1.3.3 Clearness
3.1.3.3.1 Arrange modifiers properly
3.1.3.3.2 Use clear pronoun references
3.1.3.3.3 Employ consistency
3.1.3.3.4 Use figurative language
3.1.3.4 Forcefulness
3.1.3.4.1 Organize for effect
3.1.3.4.2 Demonstrate proficiency in subordination
3.1.3.5 Variety
3.1.3.5.1 Create short and long sentences
3.1.3.5.2 Utilize different types of sentences
3.1.3.5.3 Employ various arrangements within sentences
3.1.3.6 Unity
3.1.3.6.1 Relate all parts to one main idea
3.1.3.6.2 Cull all parts that border on irrelevancy or that constitute deadwood
3.1.3.7 Coherence
3.1.3.7.1 Arrange sentences logically
3.1.3.7.2 Use transitions
3.1.3.7.3 Use parallel structure within sentences
3.1.3.8 Euphony
3.1.3.8.1 Write sentences with pleasing sounds
3.1.3.8.2 Repeat for effect

3.2 Written outlines
3.2.1 Determine main topics
3.2.2 Divide into subtopics
3.2.3 Express ideas in parallel structure

3.2.4 Arrange items in logical order
3.2.5 Illustrate proper indentation
3.2.6 Construct both sentence and topic outlines

3.3 Written compositions of more than one paragraph
3.3.1 Exposition
3.3.1.1 Understand the three prerequisites of a sound introductory paragraph - stating of thesis, appealing to reader interest, setting the tone
3.3.1.2 Write introductory paragraph(s) that demonstrate proficiency in including these three prerequisites
3.3.1.3 Write body paragraphs that demonstrate logical methods of order such as climactic order (simple to complex, least important to most important), chronological order, comparison and/or contrast, cause and effect, etc.
3.3.1.4 Write body paragraphs that are amply developed with the best and most relevant supportive details
3.3.1.5 Write concluding paragraphs that effectively summarize or strike a note of dramatic finality
3.3.1.6 Combine the foregoing by writing formal essays and literary analyses
3.3.2 Other types of written compositions
3.3.2.1 Write an autobiography
3.3.2.2 Write character sketches
3.3.2.3 Relate personal experiences
3.3.2.4 Summarize in precis
3.3.2.5 Relate details to persuade
3.3.3 Correspondence
3.3.3.1 Write business correspondence with a letter of job application and a resume, orders, letters of adjustment, letters for reservation, college application, etc.
3.3.3.2 Write social letters such as thank-you notes for graduation gifts, honors, etc.

3.4 Creative writing
3.4.1 Write short stories
3.4.2 Create poetry
3.4.3 Write one-act play
3.4.4 Write informal essays

3.5 Oral communication
3.5.1 Develop good conversation habits
3.5.2 Respond with interest to questions
3.5.3 Make reports
3.5.4 Participate in group discussions
3.5.5 Practice formal and informal speeches
3.5.6 Employ listening activities such as following directions, taking notes, and evaluating speakers
3.5.7 Illustrate proper methods for interviews

4.0 LIBRARY SKILLS AND RESEARCH

4.1 Arrangement of library
4.1.1 Dewey Decimal System
4.1.1.1 Know the ten broad divisions of the Dewey Decimal System
4.1.1.2 Identify the broad division for English literature
4.1.1.3 Name the smaller divisions for each branch of English literature
4.1.2 Card catalog
4.1.2.1 Know the content and arrangement of cards in the card catalog
4.1.2.2 Explain three methods of finding the call number of a particular book
4.1.2.3 Find the call number, the exact title, and the author of a book on the history of the English language
4.1.3 Vertical file
4.1.3.1 Explain the purpose of the vertical file
4.1.3.2 Describe the method of using the vertical file
4.1.4 Stacks and call slips
4.1.4.1 Know the purpose of closed stacks
4.1.4.2 Explain the method of obtaining a book from the stacks through use of a call slip

4.2 Reference section
4.2.1 Encyclopedias
4.2.1.1 Name the encyclopedias found in the library
4.2.1.2 Know the main uses of Encyclopedia Americana and of Encyclopedia Britannica
4.2.1.3 Give the main uses for other encyclopedias, such as Compton's Pictured Encyclopedia and World Book Encyclopedia
4.2.2 Dictionaries
4.2.2.1 List all the dictionaries found in the library
4.2.2.2 Identify the emphasis of each of these: Webster's New International Dictionary, Oxford English Dictionary, Funk & Wagnalls New Standard Dictionary of the English Language

4.2.2.3 Know reasons for using Roget's International Thesaurus

4.2.3 Atlases
- 4.2.3.1 Name the atlases located in the reference section of the library
- 4.2.3.2 Explain the use and purpose of an atlas
- 4.2.3.3 Locate specific countries with the aid of an atlas

4.2.4 Yearbooks
- 4.2.4.1 Name the yearbooks contained in the library
- 4.2.4.2 List the purposes for the use of almanacs
- 4.2.4.3 Explain the reasons for the publishing of yearbooks for Encyclopedia Americana and Encyclopedia Britannica

4.2.5 Reference - biographical
- 4.2.5.1 Contrast the contents of Dictionary of American Biography and Dictionary of National Biography
- 4.2.5.2 Compare the contents of Who's Who and Who's Who in America
- 4.2.5.3 Explain the necessity for using Current Biography
- 4.2.5.4 Indicate when Who Was Who in America should be used
- 4.2.5.5 Explain the need for Twentieth Century Authors and the supplements

4.2.6 Reference - literary
- 4.2.6.1 Indexes
  - 4.2.6.1.1 Explain the necessity for using Essay and General Literature Index
  - 4.2.6.1.2 Find the title and author of an essay dealing with the poverty and overpopulation of Ireland in the eighteenth century
  - 4.2.6.1.3 Indicate the purpose of Granger's Index to Poetry
  - 4.2.6.1.4 Find the title, author, and a book in which the poem appears which begins "Gather ye rosebuds while ye may"
- 4.2.6.2 Guides to fiction
  - 4.2.6.2.1 Analyze the contents of Baker's Guide to the Best Fiction
  - 4.2.6.2.2 Find the titles and dates of publication of the novels contained in The Forsyte Saga
  - 4.2.6.2.3 Show how Baker's Guide to Historical Fiction is an aid in finding specific fiction
  - 4.2.6.2.4 Determine the historical period about which The Talisman is written
- 4.2.6.3 Literary history
  - 4.2.6.3.1 Analyze the contents of Cambridge History of American Literature and Cambridge History of English Literature
  - 4.2.6.3.2 Summarize the uses of Oxford Companion to American Literature and Oxford Companion to English Literature
  - 4.2.6.3.3 State the usefulness of Baugh's Literary History of England
  - 4.2.6.3.4 Find the name of the manuscript which contains the earliest known example of Langland's The Vision of William Concerning Piers the Plowman
- 4.2.6.4 Books of quotations
  - 4.2.6.4.1 Contrast Bartlett's Familiar Quotations and Stevenson's Home Book of Proverbs, Maxims, and Familiar Phrases
  - 4.2.6.4.2 Explain the methods of finding a quotation in the quotations book
  - 4.2.6.4.3 Find the source of the quotation "The cat will mew, and every dog will have his day"
- 4.2.6.5 General indexes
  - 4.2.6.5.1 Describe the method of using Readers' Guide to Periodical Literature
  - 4.2.6.5.2 Find a magazine article on the discovery of Boswell's Journals
- 4.2.6.6 Handbooks of literary terms
  - 4.2.6.6.1 Explain the necessity for using Thrall, Hibbard, and Holman's Handbook of Literary Terms
  - 4.2.6.6.2 State the information found in Ganz and Beckman's Literary Terms
  - 4.2.6.6.3 Indicate the importance of Fowler's Concise Oxford Dictionary of Current English
- 4.2.6.7 Criticisms
  - 4.2.6.7.1 Describe the types of information available in Allibone's A Critical Dictionary of English Literature and British and American Authors
  - 4.2.6.7.2 Summarize a criticism given on G. B. Shaw's Arms and the Man
  - 4.2.6.7.3 Review materials included in The Book Review Digest

4.3 Research paper

4.3.1 Selection and limitation of topics
- 4.3.1.1 List three or four topics which may be applicable to the study of English literature
- 4.3.1.2 Narrow the topics listed to topics that can be covered in an average term paper and deal with a specific phase of the subject

4.3.2 Working outline
- 4.3.2.1 Formulate a basic question, asking what is to be learned about the topic
- 4.3.2.2 Subdivide the basic question into four or five more detailed questions of what is to be learned about the topic
- 4.3.2.3 Use the basic questions and the detailed questions as a basis for finding books and articles on the topic

4.3.3 Working bibliography
- 4.3.3.1 Find an article on the topic in Encyclopedia Britannica
- 4.3.3.2 Find references to other books and articles given in the Encyclopedia Britannica
- 4.3.3.3 Find three or four references to the topic in the literary reference books, such as Cambridge History of English Literature or Encyclopedia of World Literature in the 20th Century by Fleischman
- 4.3.3.4 Find three or four books on the topic in the card catalog
- 4.3.3.5 Use the Readers' Guide for three or four articles on the subject
- 4.3.3.6 Compile a list of all findings to be used as a working bibliography

4.3.4 Note cards
- 4.3.4.1 Describe all required parts of a note card with their locations on the card
- 4.3.4.2 Make a note card with all the requirements given
- 4.3.4.3 Paraphrase the material given for the note card
- 4.3.4.4 Construct another note card with all the requirements and a précis of a given poem

4.3.5 Bibliography cards
- 4.3.5.1 Construct three bibliography cards for (a) a book with one author, (b) a book with an editor, and (c) an article from a journal
- 4.3.5.2 Construct a bibliography card for an encyclopedia article
- 4.3.5.3 Construct a bibliography card for an article from one volume of a multi-volume work, such as Charles Wells Moulton's Library of Literary Criticism

4.3.6 Outline
- 4.3.6.1 Know the main rules to be observed in writing an outline, such as numbering, indention, capitalization, punctuation, and parallelism
- 4.3.6.2 Name the two types of outlines
- 4.3.6.3 Construct an outline in proper form from an assigned scrambled outline
- 4.3.6.4 Write the thesis or statement of purpose of the term paper just beneath the title on the outline

4.3.7 Footnotes
- 4.3.7.1 Contrast the requirements of a correct footnote with those for a correct bibliography
- 4.3.7.2 Write a footnote for the term paper from one of the books in the working bibliography
- 4.3.7.3 Correct the scrambled footnote based on a book with three authors
- 4.3.7.4 Correct the scrambled footnote based on a journal article
- 4.3.7.5 Correct the scrambled footnote based on a chapter from one volume of a multi-volume work
- 4.3.7.6 Explain the use of the following: Ibid., op. cit.
- 4.3.7.7 Describe the placement of numbers in footnoting

4.3.8 Bibliography
- 4.3.8.1 Describe the rules for preparing a bibliography, such as alphabetizing, indention, capitalization
- 4.3.8.2 Recognize all items included in the bibliographical notation
- 4.3.8.3 Explain the importance of the bibliography cards in preparing the bibliography

4.3.9 Rough draft
- 4.3.9.1 Describe the manner of writing a rough draft
- 4.3.9.2 Explain how the outline and note cards are used in writing a rough draft
- 4.3.9.3 Explain the necessity of writing footnotes in the rough draft

4.3.10 Quotations
- 4.3.10.1 Describe the method used for short quotations
- 4.3.10.2 Illustrate the method which should be followed for long quotations of more than three lines
- 4.3.10.3 Define plagiarism
- 4.3.10.4 Explain the penalty for plagiarism
- 4.3.10.5 Explain the methods which should be used to avoid plagiarism

4.3.11 Revision
- 4.3.11.1 List the main items to be checked in the rough draft
- 4.3.11.2 Explain the purpose of re-reading the rough draft several times

4.3.12 Final copy
- 4.3.12.1 Describe the manuscript form of the final copy
- 4.3.12.2 Explain the order in which it is assembled
- 4.3.12.3 Submit a completed research paper in finished form including a title page, thesis statement and outline, the research theme properly documented, and bibliography page(s)

5.0 SPELLING AND VOCABULARY

- 5.1 Spelling rules
  - 5.1.1 Apply basic rules for spelling
  - 5.1.2 Apply basic rules for spelling exceptions, variant spellings, and affixes
  - 5.1.3 Apply rules for pluralizing nouns, forming possessive nouns, and foreign plurals
  - 5.1.4 Apply all rules in sentences
- 5.2 Syllabication
  - 5.2.1 Demonstrate correct syllabication on paper or chalkboard for words dictated
  - 5.2.2 Demonstrate the use of phonetic principles in spelling by writing correct phonetic symbols for selected words
  - 5.2.3 Indicate the accent(s) in words by placing marks over stressed syllable(s) in the written word and by putting stress in pronouncing the word
- 5.3 Spelling lists
  - 5.3.1 Write correctly selected lists of words for twelfth grade students
  - 5.3.2 Create sentences or paragraphs writing correctly words from selected lists
- 5.4 Root words, prefixes, and suffixes
  - 5.4.1 List all the basic Latin root words, suffixes, prefixes
  - 5.4.2 List all the basic Greek root words, suffixes, prefixes
  - 5.4.3 Write the meanings of all these root words, suffixes, and prefixes
  - 5.4.4 Use other root words and affixes correctly in sentences
- 5.5 Dictionary usage
  - 5.5.1 Specialized dictionaries
    - 5.5.1.1 Prepare a list of specialized dictionaries located in the school library
    - 5.5.1.2 Explain the purpose or use of each specialized dictionary
    - 5.5.1.3 Find information in the different kinds of dictionaries in answer to specific questions that call for the use of each one
  - 5.5.2 Abridged and unabridged dictionaries
    - 5.5.2.1 List the divisions of the abridged and the unabridged dictionaries
    - 5.5.2.2 Explain the purpose of each division or section in the abridged and unabridged dictionaries
    - 5.5.2.3 List the kinds of information found under a word entry
    - 5.5.2.4 Find information in answer to specific questions that can be found in the dictionaries outside the main body of the dictionary
- 5.6 Word relationships
  - 5.6.1 Recite meanings of words within the context of a given selection
  - 5.6.2 Name synonyms and antonyms for selected words
  - 5.6.3 List homonyms found in selected passages
  - 5.6.4 Create sentence pairs illustrating the correct use of homographs
- 5.7 Semantics
  - 5.7.1 Differentiate between connotation and denotation in selected writings
  - 5.7.2 Underline loaded words and slanted writing in selected readings before explaining why they are so labeled
  - 5.7.3 List commonly used idioms before illustrating each correctly in sentences
  - 5.7.4 Contrast clichés or trite expressions in selections with simple, straight-forward expressions offered as replacement for clichés
  - 5.7.5 Underline archaic words in a selection (given) before substituting appropriate words
  - 5.7.6 Detect tautological expressions in sentences
  - 5.7.7 Use appropriate words for both formal and informal writing
  - 5.7.8 Supply the new meanings for neologisms
- 5.8 Word lists
  - 5.8.1 Define words associated with specific literary periods or selections
  - 5.8.2 Define word lists related to careers and professions
  - 5.8.3 Define useful foreign words and phrases
  - 5.8.4 Identify other word lists supplied by teachers

6.0 CRITICAL THINKING

- 6.1 Perceptual and conceptual thinking
  - 6.1.1 Define perceptual and conceptual thinking
  - 6.1.2 Differentiate between perceptual and conceptual thinking
  - 6.1.3 Construct original examples of perceptual and conceptual thinking
- 6.2 Basic steps in simple problem solving
  - 6.2.1 State clearly a problem to be solved
  - 6.2.2 Define the terms of that problem
  - 6.2.3 List all possible solutions to that problem
  - 6.2.4 Analyze each possible solution
  - 6.2.5 Eliminate the least desirable solutions
  - 6.2.6 Select the most desirable solution
  - 6.2.7 Apply that solution to the problem
  - 6.2.8 Evaluate the results of that application
- 6.3 Facts and opinions
  - 6.3.1 Distinguish evidence based upon fact from that based upon opinion

6.3.2 Write examples of evidence based upon verifiable facts
6.3.3 Write examples of evidence based upon opinion
6.3.4 Determine the most important facts when several facts are given
6.3.5 Determine the most reliable opinions when several opinions are given

6.4 Deductive and inductive reasoning
6.4.1 Define deductive and inductive reasoning
6.4.2 Differentiate between deductive and inductive reasoning
6.4.3 Construct original examples of deductive and inductive thinking
6.4.4 Define the term syllogism
6.4.5 Write original examples of syllogisms

6.5 Generalizations
6.5.1 Define the term generalization
6.5.2 Draw a generalization from a number of given particulars
6.5.3 Distinguish between valid generalizations and sweeping generalizations
6.5.4 Qualify sweeping generalizations by narrowing the number of the group or admitting the exceptions
6.5.5 Qualify sweeping generalizations by converting them to particularized statements

6.6 Fallacious reasoning
6.6.1 Devices that cloud the issue
6.6.1.1 Identify such devices that cloud the issue as loaded words, name calling, casting unfounded doubts or suspicions, and band-wagon appeal
6.6.1.2 Construct statements that contain examples of such fallacies
6.6.2 Devices that raise misleading or irrelevant issues
6.6.2.1 Identify such devices that lead to fallacious reasoning as special pleading, ridicule and sarcasm, either/or thinking, sidetracking, half-truths, "red herring," etc.
6.6.2.2 Construct statements that contain examples of such fallacies
6.6.3 Other types of fallacies
6.6.3.1 Define stereotyping, begging the question, false analogy, and non sequitur reasoning
6.6.3.2 Identify examples of stereotyping, begging the question, false analogy, and non sequitur reasoning
6.6.3.3 Write original examples of these fallacies

6.7 Analogies
6.7.1 Define the term analogy as it relates to reasoning
6.7.2 Complete logically a list of analogies such as he:his, boy:_____
6.7.3 Explain the various types of relationships shown between each analogy on a list of analogies
6.7.4 Construct original examples of analogies

6.8 Causal relationship
6.8.1 Define cause and effect relationship
6.8.2 Distinguish between valid and invalid causal relationships
6.8.3 Cite examples of valid and invalid causal relationships
6.8.4 Construct examples of valid causal relationships

7.0 HISTORY AND STUDY OF THE ENGLISH LANGUAGE

7.1 Theories and facts relative to the origin of a spoken and/or written language
7.1.1 Describe the origin of language as explained in the Bible, the Koran, and Hindu legends
7.1.2 Describe the "bow-wow" theory
7.1.3 Cite other theories about the origin
7.1.4 Define cuneiform as used by the Sumerians about 3500 B.C.
7.1.5 Give the significance of the discovery of the Rosetta stone in relation to Egyptian hieroglyphics
7.1.6 Define fully the term language, including all items that characterize it

7.2 Comparative linguistics
7.2.1 Give examples of how man's view of basic concepts such as person and number, color, time is conditioned by his language
7.2.2 Contrast the relatively strict word order used in English with that of a freer order as used in Spanish

7.3 The Indo-European language and its branches
7.3.1 Discuss nineteenth and twentieth century theories of the location of the original homeland of the Indo-European speakers
7.3.2 List the eight generally unified branches of the Indo-European language

7.4 Language influences on Old English
7.4.1 Locate geographically areas in what is present-day England and Ireland where the Celtic language remained almost in tact following the Anglo-Saxon invasions of the fifth century
7.4.2 Cite Celtic words that the Anglo-Saxons retained such as names of rivers, place-names, and others
7.4.3 State the effect that Celtic had on Anglo-Saxon syntax and phonology

7.4.4 Give examples of Latin loanwords retained from Caesar's two invasions and the settlements established after the invasion by Claudius in A.D. 49
7.4.5 Locate geographically the various areas settled by the Angles, the Saxons, and the Jutes
7.4.6 Explain why the modern dialects of English speakers north of the Humber are quite different from those south of the Thames
7.4.7 Describe the runic inscriptions used by the Angles, Saxons, and Jutes
7.4.8 Discuss the significance of the bringing of Christianity to Kent in A.D. 597 by St. Augustine
7.4.9 Discuss the significance of the use of the Roman alphabet for an Anglo-Saxon alphabet and any other linguistic and literary effect by the Roman churchmen
7.4.10 Give examples of loanwords from the Scandinavian invasions of the eighth and ninth centuries
7.4.11 State the effect the Scandanavian invasions had upon the spelling and pronunciation of words beginning with sc, sk, c, and g
7.4.12 State the significance of the Danelaw
7.4.13 Cite the leveling effect that Scandinavian adjective, noun, and verb bases had on Anglo-Saxon (Old English) as a highly influenced language
7.4.14 Summarize briefly the major effects these three foreign influences had on Old English: Celtic, Latin, and Scandinavian (Old Norse)

7.5 Language influences on Middle English
7.5.1 State why there should have been a common bond of origin between the Anglo-Saxons and the Norman French
7.5.2 Explain why the instituting of French as the language of the ruling class for two centuries following 1066 should be by far the most important linguistic result of the Norman Conquest
7.5.3 Discuss the reasons why the non-ruling class continued to speak Anglo-Saxon
7.5.4 State why Latin continued to be the language of the churchmen
7.5.5 Discuss the significance of the 1244 decree which declared that it would be illegal for anyone to own land in both England and France
7.5.6 State ways, other than church terms, that Latin again became a major influence on the language
7.5.7 Give examples of hybridization (word-formation from elements of originally different languages) that prevailed during this period
7.5.8 Cite examples of French words related to those areas where the Normans had the greatest influence upon England: arts, foods, government, law, militarism, rank, and religion
7.5.9 State inferences that can be drawn about the social nature of the two groups - Anglo-Saxon and French - from the following pairs of words: hog (AS)--pork (OF), house (AS)--mansion (OF), woman (AS)--madam (OF), man (AS)--gentle (OF) man
7.5.10 State the significance of 1362 and 1489 to the use of the English language
7.5.11 Name the four major dialects of Middle English
7.5.12 Explain why the East Midland dialect became known as "the King's English"
7.5.13 Name the dialect used by Geoffrey Chaucer in The Canterbury Tales
7.5.14 Discuss the effects that William Caxton's printing press (1476) had upon standardizing the written word
7.5.15 Give examples of spelling changes such as the ae, the thorne, and the eth noted in the opening lines of the The Canterbury Tales
7.5.16 Give examples from the same source of the neutralizing of unstressed syllables (the beginning of the modern English schwa)
7.5.17 Show that vowel neutralization in unstressed syllables caused the loss of many inflections
7.5.18 Account for the final silent e on a number of present-day English words
7.5.19 Explain this statement: Chaucer's "language is strategic in time. These are the last moments before the Great Vowel Shift," which will not be complete until the eighteenth century
7.5.20 Summarize the impact that French had on the language after 1066
7.5.21 Summarize the major changes that occur in the language from its Old English state prior to 1066 to Modern English state around 1500

7.6 Influences on and directions of Modern English
7.6.1 Early Modern English (1500-1600)
7.6.1.1 Explain how new discoveries in space (a new world), science, and scholarship would, of necessity, expand the English vocabulary
7.6.1.2 Explain how advancement in commerce and colonization would increase the English vocabulary
7.6.1.3 Give examples of words that were added to the language during this period from the American Indian, Spain, and India
7.6.1.4 List words that came into the vocabulary through a revival of interest in literature of antiquity - Greek and Latin words such as ode, elegy, sonnet
7.6.1.5 Give examples of free borrowing from Latin and Greek for new scientific terms

7.6.1.6 List words that came into English through commercial rivalry with the Low Countries

7.6.1.7 List words resulting from the Londoners' love of Italian music

7.6.1.8 Explain the significance of the language used by Sir Thomas Moore in his Utopia

7.6.1.9 Discuss about this period the statement "On the one hand, there was a movement to make the langauge more uniform; on the other hand, it continued to be, . . . more plastic than it is now . . . ."

7.6.1.10 Explain the significance of the term euphuism as derived from John Lyly's Euphues

7.6.1.11 Describe the continuation of the process of the Great Vowel Shift as exemplified in Spencer's rhyming of gate, hate, late, retreat

7.6.1.12 Give examples from Shakespeare to prove that, despite the attempts at standardization, the "Elizabethan idiom observed no rigid grammatical rules"

7.6.1.13 Agree with or refute this statement: "The preoccupation with a uniform language grew out of the strong sense of national identity; the experimentation with new vocabulary and new means of expression grew out of the adventurous spirit of the Elizabethans and also out of the concern for elegance and style . . . ."

7.6.2 Authoritarian English (1660-1800)

7.6.2.1 Cite examples of the call for an English academy to purify and refine the langauge by Dryden, Defoe, and Swift

7.6.2.2 State the reasons why the formation of such an academy failed to bear fruit

7.6.2.3 List other writers of the period and their reasons for adding their voices to the call for language refinement

7.6.2.4 Show that Johnson's A Dictionary of the English Language helped establish the "usage tradition," including levels of usage, and also served as an underpinning for The Oxford English Dictionary

7.6.2.5 State the reasons why the real deviation between English and American usage and pronunciation became evident during the latter part of this period

7.6.2.6 Give examples of Noah Webster's attempts to standardize American English

7.6.2.7 Summarize briefly the trends of the English language during this period

7.6.3 Late Modern English (1800-1900)

7.6.3.1 Cite examples of grammars that continued to prescribe "correct" English based largely on Latin grammar

7.6.3.2 Describe how the English Romantics of the first half the century served as a foil to the purists of the prior century

7.6.3.3 Describe the contributions that novelists such as Jane Austen and Sir Walter Scott made by faithfully reproducing the speech or dialect of their time and area

7.6.3.4 List three innovations apparent in Webster's American dictionary

7.6.3.5 Discuss the prediction by Webster that a "future separation of the American tongue from the English" would be necessary and unavoidable within a century and a half

7.6.3.6 Give examples of vocabulary additions to American English through these sources: (1) employment of old words for new meanings, (2) compounding, (3) borrowing, and (4) coining or neologism

7.6.3.7 List examples of differences between American and British spelling such as color, colour; theater, theatre

7.6.3.8 Cite several examples of pronunciations and constructions that persisted among rural people in America which, ironically, had characterized the speech of the upper classes of seventeenth century England

7.6.3.9 Compare an eighteenth century printed book with a nineteenth century one for the following: (1) formation of the letter s, (2) use of punctuation, (3) length of sentences and paragraphs

7.6.3.10 Cite vocabulary contributions made by science and inventions

7.6.3.11 Summarize this period by discussing this statement: " . . . . the Victorian Age witnessed great expansion, and at the same time standardization, of the English language"

7.7 Influences on and trends of Present-Day English (1900-)

7.7.1 Discuss continued efforts by such persons as Theodore Roosevelt and George Bernard Shaw to simplify the spelling of English words

7.7.2 Discuss the significance, early in the century, of English replacing French as the diplomatic language and becoming the medium of international commerce

7.7.3 Describe the continued growth of linguistic nationalism during the early decades of the century

7.7.4 Compile an extended list of British-American lexical differences such as flicks-movies, petrol-gas

7.7.5 List other differences in prepositional uses between British and American dialects as exemplified in the following: Their apothecary is in Oxford Street; our drugstore is on that street

7.7.6 Name several transformational differences between the two dialects, such as burnt for burned, spelt for spelled

7.7.7 Explain the phonological difference between the two dialects in such words as laboratory, fragile, schedule, secretary

7.7.8 Discuss the regional dialects of the United States

7.7.9 Compare these regional dialects with British dialect regions as to number and difficulty of understanding from one region to another

7.7.10 Discuss the meaning and/or significance of social dialects

7.7.11 Give examples of Negro speech as a social dialect

7.7.12 Discuss reasons why some Negro speech and speech of other groups within dialect regions classify as non-standard English

7.7.13 Discuss cockney as a social dialect in England

7.7.14 Discuss ways in which the trend toward dialectal separation may be reversing itself

7.7.15 Name the world events that account for these lexical additions during this century: camouflage, intelligentsia, robot, blitz, cybernetics, psychosomatic, blast-off, overkill, uptight, UNESCO

7.7.16 Compile a list of acronyms as a fruitful source of new words such as radar and WASP

7.7.17 Discuss the significance of the 331-page supplement added in 1933 to the original twelve volumes of The Oxford English Dictionary (supplement lists words recorded only after February 1, 1884)

7.7.18 Discuss this statement: "On the whole, the style of expression of the twentieth century has been much less formal and ornate than that of the nineteenth century"

7.7.19 Discuss the reasons why "There has been a great reaction against the teaching of formal grammar" in the last few decades

7.7.20 Place English among the world languages as to the number of persons speaking it as their native tongue

7.7.21 Give reasons why this statement is valid, "English is a dynamic, living organism, viable and rich in variety and scope"

7.7.22 Dare to predict on the basis of the last one thousand years what the English language will be like a thousand years from now

WORLD LITERATURE

LEVEL XII (GRADE TWELVE)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 DRAMA

- 1.1 Greek drama
  - 1.1.1 Know three great writers of Greek tragedy
  - 1.1.2 List plays by each of the three writers
  - 1.1.3 Discuss reasons for continuing popularity of Greek plays
  - 1.1.4 Relate themes of Antigone to modern ideas
  - 1.1.5 State the three unities of Greek drama
  - 1.1.6 Describe the use of the chorus in Greek plays
  - 1.1.7 Define strophe and antistrophe
  - 1.1.8 Explain the use of each of the following: prologue, parados, episodes, stasima, and exodos
- 1.2 Other drama
  - 1.2.1 Symbolist drama
    - 1.2.1.1 Know the importance of symbolist drama as an influence on modern drama
    - 1.2.1.2 List the best known plays of the symbolist Maeterlinck
  - 1.2.2 Forerunners of modern drama - Henrik Ibsen and Anton Chekhov
    - 1.2.2.1 Know the importance of symbolist drama as an influence on modern drama
    - 1.2.2.2 Write a paragraph commenting on the themes of Ibsen's chief dramas
    - 1.2.2.3 Discuss Ibsen's influence on modern playwrights, including G. B. Shaw
    - 1.2.2.4 Explain the themes of two of Ibsen's best known plays such as A Doll's House and Enemy of the People
    - 1.2.2.5 Explain Anton Chekhov's continuing popularity
    - 1.2.2.6 Point out the themes or central ideas in a Chekhov play such as A Cherry Orchard
  - 1.2.3 Theater of the Absurd
    - 1.2.3.1 Discuss the meaning of the term Theater of the Absurd
    - 1.2.3.2 List at least five modern playwrights who have written plays for the Theater of the Absurd
    - 1.2.3.3 Explain the aims or goals of the playwrights of the Theater of the Absurd
    - 1.2.3.4 Discuss the philosophy expounded by the authors of such plays as Waiting for Godot by Samuel Beckett, No Exit by Jean-Paul Sartre, Rhinoceros or The Balcony by Ionesco
    - 1.2.3.5 Define these terms used in discussing the Theater of the Absurd: anti-hero and alienation

2.0 NOVELS AND SHORT STORIES

- 2.1 Russian writers
  - 2.1.1 Discuss characteristics of the writings of Dostoevsky
  - 2.1.2 Discuss characteristics of the writings of Tolstoy
  - 2.1.3 List three novels by each
  - 2.1.4 Estimate the value of the novels of Dostoevsky and Tolstoy in world literature
- 2.2 Other novels and short stories
  - 2.2.1 Czech writer Franz Kafka
    - 2.2.1.1 Discuss Kafka's philosophy as expressed in his novels such as The Castle and The Trial
    - 2.2.1.2 Describe Kafka's view of life found in his short stories such as "Metamorphosis" and "In the Penal Colony"
  - 2.2.2 Modern French novelists and short story writers
    - 2.2.2.1 State the philosophy of Jean-Paul Sartre
    - 2.2.2.2 Write a paragraph explaining the viewpoints of life found in the novels of Samuel Beckett such as Molloy, Malone Dies, and The Un-nameable
    - 2.2.2.3 Explain the importance of Albert Camus in modern novel writing
    - 2.2.2.4 Compare the philosophy of Camus with that of Sartre and Beckett
    - 2.2.2.5 Summarize the main themes in one of Camus' novels such as The Fall or The Plague

3.0 EXISTENTIALISM - AN INFLUENTIAL PHILOSOPHY IN MODERN WORLD LITERATURE

- 3.1 Summarize the beginning of existentialism with the Danish philosopher Kierkegaard
- 3.2 Show the influence of the nineteenth century French poet Baudelaire on the movement
- 3.3 Point out the influence of existentialism on modern playwrights such as Ionesco, Mailer, Pinter, Albee, and Malroux
- 3.4 Find the influence of existentialism on such modern novelists as Dostoevksy, Beckett, and Camus
- 3.5 Determine any existential influence on modern poetry
- 3.6 Point out the influence of existentialism on other movements of the twentieth century

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 FUNDAMENTALS OF CREATIVE WRITING

- 1.1 Styles of writing
  - 1.1.1 Exposition
    - 1.1.1.1 Identify exposition by examining styles of writing
    - 1.1.1.2 Illustrate exposition in paragraphs
  - 1.1.2 Narration
    - 1.1.2.1 Identify narration by examining styles
    - 1.1.2.2 Illustrate narration by the use of monologue and dialogue
  - 1.1.3 Description
    - 1.1.3.1 Identify description by examining styles of writing
    - 1.1.3.2 Illustrate the forms of description in paragraphs
  - 1.1.4 Persuasion
    - 1.1.4.1 Identify persuasion by examining styles of writing
    - 1.1.4.2 Illustrate the forms of persuasion in paragraphs
- 1.2 Literary devices
  - 1.2.1 Imagery
    - 1.2.1.1 Simile
      - 1.2.1.1.1 Define simile
      - 1.2.1.1.2 Detect similes in selections of literature
      - 1.2.1.1.3 Construct examples of similes
      - 1.2.1.1.4 Use similes in extended writing
    - 1.2.1.2 Metaphor
      - 1.2.1.2.1 Define metaphor
      - 1.2.1.2.2 Detect metaphors in selections of literature
      - 1.2.1.2.3 Detect extended metaphors in selections of literature
      - 1.2.1.2.4 Detect kennings in selections of literature
      - 1.2.1.2.5 Detect conceits in selections of literature
      - 1.2.1.2.6 Construct examples of the forms of metaphors
      - 1.2.1.2.7 Use metaphors in extended writing
    - 1.2.1.3 Hyperbole
      - 1.2.1.3.1 Define hyperbole
      - 1.2.1.3.2 Detect hyperbole in selections of literature
      - 1.2.1.3.3 Construct examples of hyperboles
      - 1.2.1.3.4 Use hyperboles in extended writing
    - 1.2.1.4 Cliche'
      - 1.2.1.4.1 Define cliché
      - 1.2.1.4.2 Detect clichés in writings
      - 1.2.1.4.3 Avoid clichés in writing
    - 1.2.1.5 Apostrophe
      - 1.2.1.5.1 Define apostrophe
      - 1.2.1.5.2 Detect prose and verse apostrophes in selections of literature
      - 1.2.1.5.3 Construct examples of the forms of apostrophes
      - 1.2.1.5.4 Use apostrophes in extended writing
    - 1.2.1.6 Repetition
      - 1.2.1.6.1 Define repetition
      - 1.2.1.6.2 Detect the use of repetition in selections of literature
      - 1.2.1.6.3 Use repetition in extended writing
    - 1.2.1.7 Litotes
      - 1.2.1.7.1 Define litotes
      - 1.2.1.7.2 Detect litotes in selections of writings
      - 1.2.1.7.3 Construct examples of litotes
      - 1.2.1.7.4 Use litotes in extended writing
    - 1.2.1.8 Personification
      - 1.2.1.8.1 Define personification
      - 1.2.1.8.2 Detect personification in selections of writings
      - 1.2.1.8.3 Construct examples of personification
      - 1.2.1.8.4 Use personification in extended writing
    - 1.2.1.9 Metonymy
      - 1.2.1.9.1 Define metonymy
      - 1.2.1.9.2 Detect metonymy in selections of writings
      - 1.2.1.9.3 Construct examples of metonymy
      - 1.2.1.9.4 Use metonymy in extended writing
    - 1.2.1.10 Synecdoche
      - 1.2.1.10.1 Define synecdoche
      - 1.2.1.10.2 Detect synecdoche in selections of literature
      - 1.2.1.10.3 Construct examples of synecdoche
      - 1.2.1.10.4 Use synecdoche in extended writing
    - 1.2.1.11 Euphemism
      - 1.2.1.11.1 Define euphemism
      - 1.2.1.11.2 Detect euphemisms in selections of literature
      - 1.2.1.11.3 Construct examples of euphemisms
      - 1.2.1.11.4 Use euphemisms in extended writing

1.2.1.12 Allusion
1.2.1.12.1 Define allusion
1.2.1.12.2 Detect allusion in selections of writings
1.2.1.12.3 Construct examples of allusions
1.2.1.12.4 Use allusions in extended writing
1.2.1.13 Antithesis
1.2.1.13.1 Define antithesis
1.2.1.13.2 Detect antithesis in selections of writing
1.2.1.13.3 Construct examples of antithesis
1.2.1.13.4 Use antithesis in extended writing

1.2.2 Sound devices
1.2.2.1 Alliteration
1.2.2.1.1 Define alliteration
1.2.2.1.2 Find examples of alliteration in selections of literature
1.2.2.1.3 Write examples of alliteration
1.2.2.1.4 Employ alliteration in extended writing
1.2.2.2 Onomatopoeia
1.2.2.2.1 Define onomatopoeia
1.2.2.2.2 Find examples of onomatopoeia in selections of writing
1.2.2.2.3 Write examples of onomatopoeia
1.2.2.2.4 Employ onomatopoeia in extended writing
1.2.2.3 Rhyme
1.2.2.3.1 Define rhyme
1.2.2.3.2 Find examples of the forms of rhyme in selections of literature
1.2.2.3.3 Classify the forms of rhyme
1.2.2.3.4 Illustrate the forms of rhyme
1.2.2.3.5 Employ the forms of rhyme in extended writing
1.2.2.4 Assonance
1.2.2.4.1 Define assonance
1.2.2.4.2 Find examples of assonance in selections of literature
1.2.2.4.3 Write examples of assonance
1.2.2.4.4 Employ the forms of assonance in extended writing
1.2.2.5 Consonance
1.2.2.5.1 Define consonance
1.2.2.5.2 Find examples of consonance in selections of writing
1.2.2.5.3 Write examples of consonance
1.2.2.5.4 Employ the forms of consonance in extended writing
1.2.2.6 Euphony
1.2.2.6.1 Define euphony
1.2.2.6.2 Detect the presence or absence of euphony in a selection of literature
1.2.2.6.3 Verbalize examples of euphony
1.2.2.6.4 Integrate the use of euphony in writing
1.2.2.7 Cacophony
1.2.2.7.1 Define cacophony
1.2.2.7.2 Detect the presence or absence of cacophony in a selection of literature
1.2.2.7.3 Verbalize examples of cacophony
1.2.2.7.4 Differentiate between the effective and ineffective use of cacophony
1.2.2.7.5 Write examples of the effective use of cacophony

1.2.3 Verse forms
1.2.3.1 Blank verse
1.2.3.1.1 Define blank verse
1.2.3.1.2 Identify examples of blank verse
1.2.3.1.3 Create a poem in blank verse
1.2.3.2 Free verse
1.2.3.2.1 Define free verse
1.2.3.2.2 Differentiate free verse from blank verse
1.2.3.2.3 Identify examples of free verse
1.2.3.2.4 Create a poem in free verse
1.2.3.3 Stanza
1.2.3.3.1 Couplet
1.2.3.3.1.1 Define couplet
1.2.3.3.1.2 Define heroic couplet
1.2.3.3.1.3 Recognize the forms of couplets
1.2.3.3.1.4 Create examples of the forms of couplet
1.2.3.3.2 Tercet
1.2.3.3.2.1 Define tercet
1.2.3.3.2.2 Recognize the tercet form
1.2.3.3.2.3 Create examples of the tercet
1.2.3.3.3 Quatrain
1.2.3.3.3.1 Define quatrain

1.2.3.3.3.2 Define the ballad stanza
1.2.3.3.3.3 Recognize the quatrain form
1.2.3.3.3.4 Recognize the ballad stanza form
1.2.3.3.3.5 Create examples of the quatrain
1.2.3.3.3.6 Write a ballad stanza

1.2.3.3.4 Cinquain
1.2.3.3.4.1 Define cinquain
1.2.3.3.4.2 Recognize the cinquain form
1.2.3.3.4.3 Create examples of the cinquain

1.2.3.3.5 Rhyme royal
1.2.3.3.5.1 Define rhyme royal
1.2.3.3.5.2 Recognize the rhyme royal form
1.2.3.3.5.3 Create examples of the rhyme royal

1.2.3.3.6 Ottava rima
1.2.3.3.6.1 Define ottava rima
1.2.3.3.6.2 Recognize examples of the ottava rima form

1.2.3.3.7 Spenserian stanza
1.2.3.3.7.1 Define the Spenserian stanza
1.2.3.3.7.2 Recognize examples of the Spenserian stanza form
1.2.3.3.7.3 Create examples of the Spenserian stanza

1.2.3.3.8 Ballade
1.2.3.3.8.1 Define ballade
1.2.3.3.8.2 Define the envoy
1.2.3.3.8.3 Recognize examples of the ballade form
1.2.3.3.8.4 Create examples of the ballade

1.2.4 Rhythm

1.2.4.1 Scansion

1.2.4.1.1 Foot
1.2.4.1.1.1 Define foot
1.2.4.1.1.2 Define iambic foot
1.2.4.1.1.3 Define trochaic foot
1.2.4.1.1.4 Define anapestic foot
1.2.4.1.1.5 Define dactylic foot
1.2.4.1.1.6 Recognize iambic, trochaic, anapestic and dactylic feet
1.2.4.1.1.7 Develop examples of iambic, trochaic, anapestic, and dactylic feet

1.2.4.1.2 Meter
1.2.4.1.2.1 Define meter
1.2.4.1.2.2 Define accented and unaccented syllables
1.2.4.1.2.3 Differentiate between accented and unaccented syllables
1.2.4.1.2.4 Define the forms of meter
1.2.4.1.2.5 Recognize the forms of meter
1.2.4.1.2.6 Combine meter and foot to create rhythm

1.2.4.1.3 Caesura
1.2.4.1.3.1 Define caesura
1.2.4.1.3.2 Recognize the caesura
1.2.4.1.3.3 Develop a line containing a caesura

1.2.4.1.4 Cadence
1.2.4.1.4.1 Define cadence
1.2.4.1.4.2 Recognize cadence
1.2.4.1.4.3 Distinguish cadence as opposed to meter and foot
1.2.4.1.4.4 Create a free verse poem using cadence

1.2.5 Satire
1.2.5.1 Define satire
1.2.5.2 Define sarcasm
1.2.5.3 Define invective
1.2.5.4 Define parody
1.2.5.5 Define innuendo
1.2.5.6 Define burlesque
1.2.5.7 Irony
1.2.5.7.1 Define irony
1.2.5.7.2 Define dramatic irony
1.2.5.7.3 Recognize the types of irony
1.2.5.7.4 Use the forms of irony in a written situation
1.2.5.8 Recognize the forms of satire
1.2.5.9 Produce writings which illustrate the forms of satire

1.2.6 Symbolism
1.2.6.1 Define symbolism
1.2.6.2 Recognize symbolism in selections of literature
1.2.6.3 Create a written situation in which symbolism is utilized

2.0 NONFICTION

- 2.1 Biography
  - 2.1.1 Define biography
  - 2.1.2 Recognize the biography as a type of literature
  - 2.1.3 Construct a brief example of a biography
- 2.2 Autobiography
  - 2.2.1 Define autobiography
  - 2.2.2 Define diary as a type of autobiography
  - 2.2.3 Define journal as a type of autobiography
  - 2.2.4 Define memoirs as a type of autobiography
  - 2.2.5 Recognize the forms of autobiography
  - 2.2.6 Create a paragraph utilizing an autobiographical incident
  - 2.2.7 Construct a brief account of your life using the different forms of autobiography
- 2.3 Journalistic writing
  - 2.3.1 Define journalistic writing
  - 2.3.2 Define editorials
  - 2.3.3 Define reviews
  - 2.3.4 Define critiques
  - 2.3.5 Define features
  - 2.3.6 Recognize the forms of journalistic writing
  - 2.3.7 Differentiate between reviews and critiques as types of journalistic writing
  - 2.3.8 Construct an editorial
  - 2.3.9 Construct a review
  - 2.3.10 Construct a critique
  - 2.3.11 Construct a feature
- 2.4 Articles
  - 2.4.1 Define articles
  - 2.4.2 Categorize articles as to purpose
  - 2.4.3 Recognize articles as a type of literature
  - 2.4.4 Prepare an article
- 2.5 Essay
  - 2.5.1 Define essay
  - 2.5.2 Define formal essay
  - 2.5.3 Define informal essay
  - 2.5.4 Recognize the formal essay
  - 2.5.5 Recognize the informal essay
  - 2.5.6 Differentiate between formal and informal essay
  - 2.5.7 Construct a formal essay
  - 2.5.8 Construct an informal essay
- 2.6 Chronicle
  - 2.6.1 Define chronicle
  - 2.6.2 Recognize chronicles as types of literature
  - 2.6.3 Construct a brief chronicle
- 2.7 Almanac
  - 2.7.1 Define almanac
  - 2.7.2 Recognize almanac as a type of literature
- 2.8 Character sketch
  - 2.8.1 Define character sketch
  - 2.8.2 Recognize character sketch as a type of literature
  - 2.8.3 Construct a character sketch
- 2.9 Eulogy
  - 2.9.1 Define eulogy
  - 2.9.2 Recognize eulogy as a type of literature
  - 2.9.3 Construct a eulogy
- 2.10 Document
  - 2.10.1 Define document
  - 2.10.2 List types of documents
  - 2.10.3 Recognize types of documents
- 2.11 Sermons
  - 2.11.1 Define sermon
  - 2.11.2 Recognize sermon as a type of literature
  - 2.11.3 Construct a sermon
- 2.12 Speech
  - 2.12.1 Define speech in literature
  - 2.12.2 Define the forms of speeches
  - 2.12.3 Recognize the forms of speech
  - 2.12.4 Construct a speech to illustrate each of the forms of speech

3.0 FICTION

- 3.1 Elements of fiction
  - 3.1.1 Plot

3.1.1.1 Plot structure

3.1.1.1.1 Exposition

3.1.1.1.1.1 Define exposition

3.1.1.1.1.2 Define setting

3.1.1.1.1.3 Explain the function of exposition

3.1.1.1.1.4 Examine exposition in selected works of literature

3.1.1.1.2 Conflict

3.1.1.1.2.1 Define conflict

3.1.1.1.2.2 Identify the types of conflict

3.1.1.1.2.3 Examine the introduction of conflict in selected works of fiction

3.1.1.1.2.4 List situations which could develop into conflict

3.1.1.1.3 Complication

3.1.1.1.3.1 Define complication

3.1.1.1.3.2 Identify complication in selected works

3.1.1.1.3.3 Determine the point at which the complication ends

3.1.1.1.3.4 List situations which could develop into complication

3.1.1.1.4 Climax

3.1.1.1.4.1 Define climax

3.1.1.1.4.2 Identify the types of climax

3.1.1.1.4.3 Identify the climax in selected works of fiction

3.1.1.1.4.4 List situations which could develop into a climax

3.1.1.1.5 Denouement

3.1.1.1.5.1 Define denouement

3.1.1.1.5.2 Explain the functions of denouement

3.1.1.1.5.3 Examine the denouement in selected works of fiction

3.1.1.1.5.4 List situations which could develop into a denouement

3.1.1.2 Plot development

3.1.1.2.1 Define chronological arrangement

3.1.1.2.2 Define interweaving

3.1.1.2.3 Define flashback

3.1.1.2.4 Define stream-of-consciousness

3.1.1.2.5 Define in medias res

3.1.1.2.6 Define deus ex machina

3.1.1.2.7 Examine examples of the methods of plot development

3.1.1.2.8 Develop a narrative using each of the types of plot development

3.1.2 Characterization

3.1.2.1 Define characterization

3.1.2.2 Examine characterization in selected works of fiction

3.1.2.3 Methods of characterization

3.1.2.3.1 Describe the methods of developing characterization

3.1.2.3.2 Select examples of speech patterns which develop characterization

3.1.2.3.3 Identify examples of each method of characterization in selected works of fiction

3.1.2.3.4 Write character sketches to illustrate each of the methods of character development

3.1.2.3.5 Define archetype

3.1.2.3.6 Recognize archetypal patterns in fiction

3.1.2.3.7 Explain the use of the archetype in fiction

3.1.2.3.8 List possible archetypes that might occur in fiction

3.1.3 Point of view

3.1.3.1 Define point of view

3.1.3.2 Distinguish between first person point of view and third person point of view

3.1.3.3 Define dramatic point of view

3.1.3.4 Define omniscient point of view

3.1.3.5 Distinguish between dramatic point of view and omniscient point of view

3.1.3.6 Define limited omniscient point of view

3.1.3.7 Distinguish between omniscient point of view and limited omniscient point of view

3.1.3.8 Determine the point of view used in selected works of fiction

3.1.3.9 Write a narrative illustrating each of the types of point of view

3.1.3.10 Rewrite a first person narrative as a third person dramatic narrative

3.1.3.11 Rewrite a first person narrative as a third person omniscient narrative

3.1.3.12 Rewrite a third person dramatic narrative as a third person omniscient narrative

3.1.4 Mood
- 3.1.4.1 Define mood
- 3.1.4.2 Identify mood in selected works of fiction
- 3.1.4.3 List examples of types of mood
- 3.1.4.4 Create narratives which illustrate several types of mood

3.1.5 Tone
- 3.1.5.1 Define tone
- 3.1.5.2 Identify the tone in selected works of fiction
- 3.1.5.3 List examples of types of tone
- 3.1.5.4 Create narratives which illustrate several types of tone

3.1.6 Symbolism
- 3.1.6.1 Define symbolism
- 3.1.6.2 Distinguish between conventional symbols and created symbols
- 3.1.6.3 Identify examples of conventional symbols and created symbols in selected works of fiction
- 3.1.6.4 Use a conventional symbol in writing
- 3.1.6.5 Use a created symbol in writing

3.1.7 Style
- 3.1.7.1 Define style
- 3.1.7.2 Examine sentence patterns and usages in selected works of fiction to determine style
- 3.1.7.3 Evaluate the appropriateness of the styles used in selected works of fiction
- 3.1.7.4 Experiment with style by writing narratives using several types of style

3.1.8 Theme
- 3.1.8.1 Define theme
- 3.1.8.2 Identify themes in selected works of fiction
- 3.1.8.3 State the theme of a selected work of fiction in one sentence
- 3.1.8.4 Define unity of theme
- 3.1.8.5 Recognize the relationship between theme and unity
- 3.1.8.6 Create a narrative which develops one major theme

3.2 Short story
- 3.2.1 Identify the characteristics of the short story
- 3.2.2 Examine the characteristics of a short story which emphasizes theme
- 3.2.3 Examine the characteristics of a short story which emphasizes character
- 3.2.4 Examine the characteristics of a short story which emphasizes plot
- 3.2.5 Examine the characteristics of a short story which emphasizes mood
- 3.2.6 Construct a short story which emphasizes theme
- 3.2.7 Construct a short story which emphasizes character
- 3.2.8 Construct a short story which emphasizes plot
- 3.2.9 Construct a short story which emphasizes mood

3.3 Parable
- 3.3.1 Define parable
- 3.3.2 Examine examples of parables
- 3.3.3 Identify the characteristics of the parable
- 3.3.4 Write a parable

3.4 Fable
- 3.4.1 Define fable
- 3.4.2 Identify fable
- 3.4.3 Write a fable

3.5 Myth
- 3.5.1 Define myth
- 3.5.2 Identify myth
- 3.5.3 Write a myth

3.6 Legend
- 3.6.1 Define legend
- 3.6.2 Identify legend
- 3.6.3 Express in writing a legend with which you are familiar

3.7 Allegory
- 3.7.1 Define allegory
- 3.7.2 Identify allegory
- 3.7.3 Write an allegory

3.8 Anecdote
- 3.8.1 Define anecdote
- 3.8.2 Identify anecdote

3.9 Fantasy
- 3.9.1 Define fantasy
- 3.9.2 Identify fantasy

3.10 Character sketch
- 3.10.1 Define character sketch
- 3.10.2 Identify character sketch

3.11 Prose romance
- 3.11.1 Define prose romance
- 3.11.2 Identify prose romance

3.12 Novel and novella
- 3.12.1 Identify the characteristics of the novel
- 3.12.2 Examine examples of the types of novels (historical, gothic, picaresque, psychological, etc.)
- 3.12.3 Distinguish between novel and novella

4.0 DRAMA

4.1 Dramatic elements

4.1.1 Rising action
- 4.1.1.1 Define rising action
- 4.1.1.2 Recognize rising action
- 4.1.1.3 Determine the point at which rising action ends
- 4.1.1.4 Select an example of rising action
- 4.1.1.5 Create a situation in which rising action is developed

4.1.2 Climax
- 4.1.2.1 Define climax
- 4.1.2.2 Recognize the various types of climax
- 4.1.2.3 Select examples illustrating the types of climax
- 4.1.2.4 List situations which could be developed into climax

4.1.3 Denouement (falling action)
- 4.1.3.1 Define denouement
- 4.1.3.2 Recognize the point at which denouement begins
- 4.1.3.3 Explain the functions of denouement

4.1.4 Point of illumination
- 4.1.4.1 Define point of illumination
- 4.1.4.2 Determine where point of illumination occurs for the audience and the characters
- 4.1.4.3 Determine why point of illumination may occur at different times for the audience and the characters
- 4.1.4.4 List situations in which point of illumination might occur for the audience and the characters

4.1.5 Catharsis
- 4.1.5.1 Define catharsis
- 4.1.5.2 Explain the necessity of catharsis
- 4.1.5.3 Recognize the factors which contribute to catharsis
- 4.1.5.4 Explain why catharsis is not always used in tragedy
- 4.1.5.5 List examples or situations which might develop a feeling of catharsis in an audience

4.1.6 Episode
- 4.1.6.1 Define episode
- 4.1.6.2 Recognize the opening and conclusion of an episode
- 4.1.6.3 Point out successive episodes in a plot
- 4.1.6.4 Explain the necessity of episodes in plots
- 4.1.6.5 List the episodes in a play
- 4.1.6.6 Write two or more episodes which might be part of a play

4.1.7 In medias res
- 4.1.7.1 Define in medias res
- 4.1.7.2 Recognize in medias res
- 4.1.7.3 Determine the necessity of in medias res in some plays
- 4.1.7.4 List types of dramas in which in medias res would be beneficial

4.1.8 Setting
- 4.1.8.1 Define setting
- 4.1.8.2 Recognize setting
- 4.1.8.3 Explain how setting contributes to the drama as a whole

4.1.9 Plot
- 4.1.9.1 Define plot
- 4.1.9.2 Define subplot
- 4.1.9.3 Recognize main plot
- 4.1.9.4 Recognize subplots
- 4.1.9.5 Explain how subplots contribute and flow into the overall development of a drama
- 4.1.9.6 List subplots and main plot in a selected play
- 4.1.9.7 List ideas that might be developed into a plot for a drama
- 4.1.9.8 List subplots that might be developed as contributing elements to the plot of a drama

4.1.10 Prologue
- 4.1.10.1 Define prologue
- 4.1.10.2 Recognize a prologue
- 4.1.10.3 Explain why a prologue might be necessary to a drama
- 4.1.10.4 Write a prologue that might be used in a play

4.1.11 Epilogue
- 4.1.11.1 Define epilogue
- 4.1.11.2 Recognize epilogue
- 4.1.11.3 Explain when an epilogue might be necessary to a drama

4.1.12 Characterizations
- 4.1.12.1 Define characterization
- 4.1.12.2 Recognize why characters are developed in specific ways
- 4.1.12.3 Write a character sketch
- 4.1.12.4 Define idiom
- 4.1.12.5 Recognize idiom in characterization
- 4.1.12.6 Explain why idiom is used to develop characterization
- 4.1.12.7 Define idiolect
- 4.1.12.8 Recognize idiolect in characterization
- 4.1.12.9 Explain why idiolect is used to develop characterization
- 4.1.12.10 Define jargon
- 4.1.12.11 Recognize jargon in characterization
- 4.1.12.12 Explain why jargon is used to develop characterization
- 4.1.12.13 Define slang
- 4.1.12.14 Recognize slang in characterization
- 4.1.12.15 Explain why slang is used to develop characterization
- 4.1.12.16 Define colloquialism
- 4.1.12.17 Recognize colloquialism in characterization
- 4.1.12.18 Explain why colloquialism is used to develop characterization
- 4.1.12.19 Write character sketches utilizing idiom, idiolect, jargon, slang, and colloquialism
- 4.1.12.20 Define archetypal pattern
- 4.1.12.21 Recognize archetypal pattern in characterization
- 4.1.12.22 Explain the use of the archetypal pattern in characterization and the drama as a whole
- 4.1.12.23 List possible archetypes that might occur in dramas
- 4.1.12.24 Define deus ex mechina
- 4.1.12.25 Recognize deus ex mechina in characterization
- 4.1.12.26 Explain the necessity for a deus ex mechina in a drama
- 4.1.12.27 List possible situations in which the need for a deus ex mechina might be necessary in a drama

4.1.13 Point of view
- 4.1.13.1 Define point of view
- 4.1.13.2 Recognize point of view
- 4.1.13.3 Illustrate techniques used to establish point of view
- 4.1.13.4 Define humor
- 4.1.13.5 Illustrate techniques used to achieve mood
- 4.1.13.6 List the types of humor
- 4.1.13.7 Define mood
- 4.1.13.8 Illustrate techniques used to achieve mood
- 4.1.13.9 List the types of mood
- 4.1.13.10 Define slant
- 4.1.13.11 Illustrate techniques used to create slant
- 4.1.13.12 Explain how slant may or may not influence an audience

4.1.14 Flashback
- 4.1.14.1 Define flashback
- 4.1.14.2 Explain the uses of flashback
- 4.1.14.3 Identify examples of flashback

4.2 The dramatic genres

4.2.1 Morality play
- 4.2.1.1 Define morality play
- 4.2.1.2 Define allegory
- 4.2.1.3 Illustrate the uses of allegory in the morality play
- 4.2.1.4 Create an allegorical figure or situation
- 4.2.1.5 Define mystery play
- 4.2.1.6 Define miracle play
- 4.2.1.7 Illustrate by example the figures in mystery and miracle plays
- 4.2.1.8 Define a folk play
- 4.2.1.9 Illustrate characteristics of the folk play
- 4.2.1.10 Define pageants
- 4.2.1.11 Illustrate characteristics of the pageants
- 4.2.1.12 Define the historical play
- 4.2.1.13 Illustrate by example the characteristics of the history play
- 4.2.1.14 Define tragedy
- 4.2.1.15 Explain the elements of tragedy
- 4.2.1.16 Illustrate by example the characteristics of tragedy
- 4.2.1.17 Define protagonist
- 4.2.1.18 Define antagonist
- 4.2.1.19 Explain the traditional roles of the protagonist and antagonist
- 4.2.1.20 Define comedy

4.2.1.21 List the elements of comedy
4.2.1.22 List the types of comedy
4.2.1.23 Define farce
4.2.1.24 Explain the uses and function of farce
4.2.1.25 Define melodrama
4.2.1.26 List the types of melodrama
4.2.1.27 Define fantasy
4.2.1.28 List the uses and functions of fantasy
4.2.1.29 Define the contemporary theater
4.2.1.30 List the types of contemporary drama
4.2.1.31 Define Theater of the Absurd
4.2.1.32 List the style of the Theater of the Absurd
4.2.1.33 Define choral reading
4.2.1.34 Explain the sources of choral reading
4.2.1.35 Contrast choral reading to the other dramatic genres
4.2.1.36 Adapt a selection for use in choral reading
4.2.1.37 Choose one form from the list of dramatic genres and create an original drama

5.0 POETRY

5.1 Narrative
5.1.1 Epics
5.1.1.1 Define epic
5.1.1.2 Define mock-epic
5.1.1.3 Define heroic-epic
5.1.1.4 Define mock-heroic epic
5.1.1.5 Distinguish among the types of epic
5.1.1.6 Recognize the different types of epics as types of narrative poetry
5.1.1.7 List situations which might be developed into the forms of epics
5.1.2 Ballads
5.1.2.1 Define ballad
5.1.2.2 Define a literary ballad
5.1.2.3 Define a folk ballad
5.1.2.4 Distinguish the types of ballads
5.1.2.5 Recognize the different forms of ballads as narrative poetry
5.1.2.6 Write a ballad
5.1.3 Dramatic monologue
5.1.3.1 Define dramatic monologue
5.1.3.2 Recognize dramatic monologue in selections of narrative poetry
5.1.3.3 Write a dramatic monologue
5.1.4 Romance
5.1.4.1 Define romance
5.1.4.2 Recognize romance as a type of narrative poetry
5.1.4.3 Write a prose romance
5.1.4.4 Rewrite the prose romance in poetic form
5.2 Lyric
5.2.1 Sonnets
5.2.1.1 Define sonnet
5.2.1.2 Define Italian (Petrarchan) sonnet
5.2.1.3 Define English (Shakespearean) sonnet
5.2.1.4 Define Spenserian sonnet
5.2.1.5 Recognize the different forms of sonnets as types of literature
5.2.1.6 Differentiate between the different forms of sonnets
5.2.1.7 Write an example of each type of sonnet
5.2.2 Ode
5.2.2.1 Define ode
5.2.2.2 Define Horatian ode
5.2.2.3 Define irregular ode
5.2.2.4 Define Pendaric ode
5.2.2.5 Recognize the different forms of odes
5.2.2.6 Differentiate between the different forms of odes
5.2.3 Elegy
5.2.3.1 Define elegy
5.2.3.2 Recognize elegy as a type of lyric poetry
5.2.3.3 Write an elegy
5.2.4 Psalm
5.2.4.1 Define psalm
5.2.4.2 Recognize psalm as a type of lyric poetry
5.2.4.3 Write a psalm
5.3 Pastoral
5.3.1 Define pastoral
5.3.2 Distinguish the types of pastoral
5.3.3 Write a pastoral

5.4 Limerick
- 5.4.1 Define limerick
- 5.4.2 Recognize a limerick
- 5.4.3 Write a limerick

5.5 Oriental verse
- 5.5.1 Define Oriental Verse
- 5.5.2 Define Haiku (or Hokka)
- 5.5.3 Define Tanka
- 5.5.4 Recognize the forms of Oriental Verse
- 5.5.5 Differentiate between Haiku and Tanka verse forms
- 5.5.6 Write examples of Haiku and Tanka

6.0 CREATIVE ESSAYS OR POETIC ESSAY

6.1 Extended personification
- 6.1.1 Define extended personification
- 6.1.2 Recognize extended personification as a type of essay
- 6.1.3 Write an essay illustrating excended personification

6.2 Extended simile
- 6.2.1 Define extended simile
- 6.2.2 Recognize extended simile as a type of essay
- 6.2.3 Write an essay illustrating extended simile

6.3 Extended metaphor
- 6.3.1 Define extended metaphor
- 6.3.2 Recognize extended metaphor as a type of essay
- 6.3.3 Write an essay illustrating extended metaphor

Chapter IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The conclusions resulting from this study are listed below.

1. The items of competencies included in Chapter VII of this study were accepted by the vast majority of responding language arts teachers as desirable expectations of the public elementary and secondary students of Mississippi; however, many of the competencies for a particular grade level or subject area appear to be directed toward the average or the above average student and many teachers pointed out that a large number of their students were not performing at grade level.

2. A discrepancy existed between what was reported from local school districts as being taught in the public schools and what actually was taught during the 1974-75 school year.

3. Many of the competencies that teachers indicated as desirable for one grade level were repeated in subsequent grade levels. In some instances competencies were inadvertently repeated in different sections of the same grade level or subject area.

4. No single source of instructional materials seems to be available to cover adequately the competencies for any one grade level or subject area in language arts. This conclusion was reinforced by comments from teachers eluding to the fact that many of the proposed competencies were not included in their particular textbook and that many of the proposed competencies could not be taught due to a lack of resource materials.

5. Diverse opinions by responding language arts teachers were expressed concerning the topics that were offered within particular courses.

6. Of the opinions expressed by responding teachers the overwhelming majority were favorable toward the development of a compilation of competencies in the field of language arts.

7. A definite overlap of competencies exists among various disciplines of study, especially in the disciplines of language arts and reading.

8. The catalog contains competencies which are worded in a manner which is not consistent with the desired outcome, namely, a measurable behavior expected of students. Some competencies were found to exist which are (a) activity rather than behavior oriented, (b) a directive to the teacher rather than an expectation of a student, (c) not measurable, and (d) written in the affective domain of behavior.

9. The competencies exhibited within the catalog are desirable expectations of students as reflected by classroom teachers' opinions and are not some outside "authorities" opinion of what "should be" taught.

10. Competencies are exhibited within the catalog which cannot be achieved in many schools because some schools do not contain an appropriate library facility.

11. Content discrepancies appeared to exist among resource materials utilized by teachers.

Recommendations

The recommendations resulting from this study are listed below.

1. The catalog of competencies resulting from this study should be utilized at the discretion of personnel in local school districts for the improvement of the instructional programs in language arts.

2. The catalog of competencies resulting from this study should be utilized in the development of an evaluation procedure for determining the effectiveness of language arts programs in Mississippi.

3. Closer scrutiny should be given to reporting procedures which identify the various courses offered in the public schools of Mississippi.

4. A further refinement of the statements of competencies should be undertaken to establish the validity of each competency for each grade level and subject area in the field of language arts.

5. Personnel from each local school district should acquire and/or develop resource materials centered around the language arts competencies that they select.

6. Activities should be conducted which result in the development of catalogs of competencies for each of the fields of study offered in the public elementary and secondary schools of Mississippi.

7. A further refinement of the statements of competencies should be undertaken to (a) eliminate those competencies which were inadvertently repeated within the same grade level, (b) reduce the overlap of competencies which exists among the various disciplines, and (c) reword those competencies which do not reflect a measurable behavior expected of a student.

8. Procedures should be initiated to determine why schools are operating with less than adequate library facilities.

APPENDIX A

LETTER TO SUPERINTENDENTS SEEKING NOMINATIONS
AND TEACHER NOMINATION FORM

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

Dear

Enclosed is a complimentary copy of The Mississippi Catalog of Competencies for Public Elementary and Secondary Science. This compilation of competencies resulted from the workshop that was conducted in January of this past school year. As you might remember, the proposed competencies were distributed among every public school teacher of science in the state of Mississippi for approval or disapproval and for the addition of competencies not included in the initial listing. This resulting catalog is probably the most exhaustive listing of science competencies by grade level and subject area ever developed. Already it is being received with much enthusiasm.

Because of the success of the activities that resulted in science competencies, the State Department of Education has received funding to develop similar catalogs in four additional basic subject areas which include mathematics, language arts, social studies, and reading. Workshops will be conducted during this school year for the purpose of developing catalogs of competencies in these four areas. The resulting catalogs will be similar to the already developed science catalog. To acquire the best possible teachers in the state of Mississippi for this purpose, I am asking that you nominate from your district the most outstanding teacher or teachers that you have for the grade levels or subject areas included under the four fields of study on the attached form. Obviously, you need not nominate someone for each of the listed subject areas as only five individuals from across the state will ultimately be selected to represent each grade level or subject area. Careful attention will be given to select individuals from each of the districts of the state rather than overburden any one district with too many selections.

After your nominations are made, please send them to Dr. J. R. Hutchinson, Office of Planning and Evaluation, P. O. Box 771, Jackson,

Mississippi 39205, by September 20. If you have any questions concerning this project, please contact Dr. Hutchinson at this same address or call 354-7328.

I would like to take this opportunity to thank you again for your cooperation during the past school year in this most worthwhile project and to say that we are looking forward to working with you again this year in continuing this important endeavor.

Sincerely,

G. H. Johnston, Ed.D.
State Superintendent of Education

GHJ:bb

Enclosures

NOMINATION OF SUPERINTENDENTS FOR POSSIBLE
PARTICIPATION IN A WORKSHOP
TO DEVELOP CATALOGS
OF COMPETENCIES

Subject (1)	Name (2)	School Address (3)	Telephone No. (4)
Language Arts			
Level One			
Level Two			
Level Three			
Level Four			
Level Five			
Level Six			
English, Level Seven			
English, Level Eight			
English I, Level Nine			
English II, Level Ten			
English III, Level Eleven			
English IV, Level Twelve			
World Literature			
Creative Writing			
Afro American Literature			
Reading			
Level One			
Level Two			
Level Three			
Level Four			
Level Five			
Level Six			

(nominations continued)

Subject (1)	Name (2)	School Address (3)	Telephone No. (4)
Reading, Developmental, Jr. High			
Reading, Remedial, Jr. High			
Reading, Developmental, High			
Reading, Remedial, High			
Social Studies			
Level One			
Level Two			
Level Three			
Level Four			
Level Five			
Level Six			
Level Seven			
Level Eight			
Mississippi History, Level Nine			
Civics, Level Nine			
Geography			
Problems of American Democracy			
American Government			
Economics			
Psychology			
Sociology			
World Relations			
State Government			
American History			
World History			
Ancient & Medieval History			
Bible (Religion, Theology)			
Afro-American History			
Ethnic Studies			
Mathematics			
Level One			
Level Two			
Level Three			
Level Four			

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(nominations continued)

Subject (1)	Name (2)	School Address (3)	Telephone No. (4)
Level Five			
Level Six			
Level Seven			
Level Eight			
Fundamental Math I			
Fundamental Math II			
Algebra I			
Algebra II			
Advanced Algebra			
Plane Geometry			
Unified Geometry			
Solid Geometry			
Trigonometry			
Coordinate Geometry			
Probability			
Elementary Functions			
Senior Math			
Senior Math (fused advanced)			
Computer Math			
Matrix Algebra			

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APPENDIX B

LETTER TO SUPERINTENDENTS REQUESTING
THE RELEASE OF SELECTED TEACHERS

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

October 8, 1974

Dear

During this past school year a pilot program was conducted by the State Department of Education which resulted in a catalog of competencies for the field of science. The procedure for the development of the science catalog assured every public elementary and secondary science teacher in Mississippi the opportunity to contribute. A copy of the catalog which resulted from the combined efforts of these individuals was sent to you during the first part of this school year. I think that you will agree that this catalog is a valuable aid to the instructional program.

Because of the overwhelming response to the science project, the State Department of Education through the Office of Planning and Evaluation has applied for and received funds to develop similar catalogs for the basic academic fields of reading, mathematics, social studies, and language arts. **Therefore, this letter is a request that you release the individual(s)** named on the attached list to attend a three-day work conference during which competencies will be identified. The individual(s) named on the attached list will be receiving an invitation to participate in the next few days along with more detailed information concerning the conference. Your cooperation for releasing the named person(s) will be gratefully appreciated.

The end result of the activities of the selected subject area specialists will be printed catalogs showing the competencies expected of students by the time a particular grade level or subject area in the fields of reading, mathematics, social studies, and language arts is completed. These catalogs will be reproduced and made available to every public school in Mississippi. Our target date for completion is September, 1975.

If you have any questions concerning the proposed project, please contact Dr. Jerry Hutchinson, Coordinator, Office of Planning and Evaluation, Post Office Box 771, Jackson, Mississippi 39205, or call 354-7328. Thank you in advance for cooperating with your State Department of Education in this important endeavor.

Sincerely,

G. H. Johnston

G. H. Johnston
State Superintendent of Education

GHJ/bjj

APPENDIX C

INVITATION TO TEACHERS AND INVITATIONAL FORM

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

Dear

You have been selected as one of seventy-three language arts area specialists across the state of Mississippi to participate in a program designed to identify the competencies expected of students in a language arts program after receiving instruction for one year at a particular grade level or in a particular subject area. To explain further let me inform you about our "Continuing Plan for Education in Mississippi." In 1972 a statewide needs assessment was conducted by the State Department of Education utilizing over 4,000 Mississippians to identify educational needs for Mississippi. From this study forty-four high priority educational needs were determined. In 1973 a statewide survey was conducted by the State Department of Education utilizing 1,296 Mississippians to develop, adopt, and rank educational goals based upon the needs previously identified. Resulting from this study thirty-four educational goals for Mississippi were adopted. The goal ranked highest in priority was for students "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)."

We are now ready to continue with the third phase of our "Continuing Plan for Education in Mississippi" which is to develop specifically stated objectives for accomplishing the adopted goals and more specifically for accomplishing the number one ranked goal. To initiate the third phase of our state plan a pilot program was conducted during the 1973-74 school year for the subject area of science. We are now ready to conduct a similar program for the field of study that you represent. Therefore, we are soliciting your professional help.

Enclosed is an invitation to you to participate in a work conference to identify competencies expected of students by the time a year of study in a particular grade level or subject area in the field of language arts is completed. You will receive a catalog of competencies in science as a guide should you choose to participate in the language arts workshop along with a list of participants.

You are being asked to participate as a member of a group of five people in the language arts area of _____ to develop a list of competencies expected of those students by the time one year is completed.

A meeting will be held at 9:00 a.m. for the chairmen in Room 137 at the Universities Center in Jackson, Mississippi, on December 4, 1974. At 1:00 p.m. all participants will meet in Room 137 to carry out this project. The following days, December 5 and 6, all participants will meet at 8:30 a.m. to continue identifying competencies. Your superintendent has been notified of your selection and has been asked to release you for three days for this activity. Please confer with your superintendent about this matter. You will need to bring with you all items which might help you to identify the expected competencies of students in your assigned subject area or grade level, for example, text books, workbooks, accumulated test questions, compilations of objectives, courses of study, lesson plans, and all other materials which specify content.

The conference for language arts will be conducted by the Office of Planning and Evaluation in the State Department of Education. With full cooperation by all participants this project can truly be an exemplary program worthy of not only state recognition but also national recognition.

For participating in this project you will be reimbursed for your travel expenses, hotel room, and meals. In addition you will receive a daily stipend of $25 for your professional services. A list of motels with telephone numbers and rate is also enclosed for your convenience. We are asking that you make your own reservations.

The end result of the activities in which you and the other seventy-two subject area specialists will be involved will be a printed catalog showing the competencies expected of students by the time one year is completed in a particular grade level or subject area in the field of language arts. These catalogs will be reproduced and made available to every public school in Mississippi. I hope that you can see from this activity that we can then proceed to measure how well the stated competencies are being achieved across the state in the area of language arts. Then, if necessary, we can make educational changes based upon sound evaluation data.

Please complete the "invitation form" provided, even if you cannot attend, and return it in the enclosed pre-stamped envelope by October 18, 1974. If you have any questions concerning this project, please contact Dr. Jerry Hutchinson, Coordinator, Office of Planning and Evaluation, Mississippi State Department of Education, Post Office Box 771, Jackson, Mississippi 39205, or phone 354-7328.

Thank you in advance for cooperating with the State Department of Education in this important endeavor.

Sincerely,

G. H. Johnston
State Superintendent of Education

GHJ/bjj

Enclosure

INVITATION FORM

THE MISSISSIPPI STATE DEPARTMENT
OF EDUCATION

invites you to participate in

A SPECIAL LANGUAGE ARTS WORK CONFERENCE

DECEMBER 4, 5, AND 6, 1974

UNIVERSITIES CENTER
JACKSON, MISSISSIPPI

RSVP PLEASE RETURN

☐ I will attend ☐ I will not attend

NAME: _____

TELEPHONE(S): Home _____ Office _____

APPENDIX D

MEMORANDUM TO PARTICIPANTS OF WORK CONFERENCE

State of Mississippi

DEPARTMENT OF EDUCATION

P. O. Box 771 · Jackson, Mississippi 39205

Office of Planning and Evaluation

Telephone
601-354-7328

October 18, 1974

TO: Work Conference Participants

FROM: J. R. Hutchinson, Coordinator, Office of Planning and Evaluation

SUBJECT: Pre-Conference Information

Thank you for accepting our invitation to participate in a work conference designed for your subject area responsibility. This memorandum confirms your acceptance.

The items listed below are enclosed for your information.

1. Science catalog - This catalog is enclosed for your review. The work conference planned for the subject area that you represent will ultimately result in a printed catalog similar to the one for science. Please note that each listed competency is intended to be measurable.

2. Conference agenda - This agenda is included to give you the organizational structure and dates of the proposed work conference.

3. List of invited participants - This list of invited participants is included for your information. Perhaps you can contact someone from your geographical area to share transportation to and from Jackson.

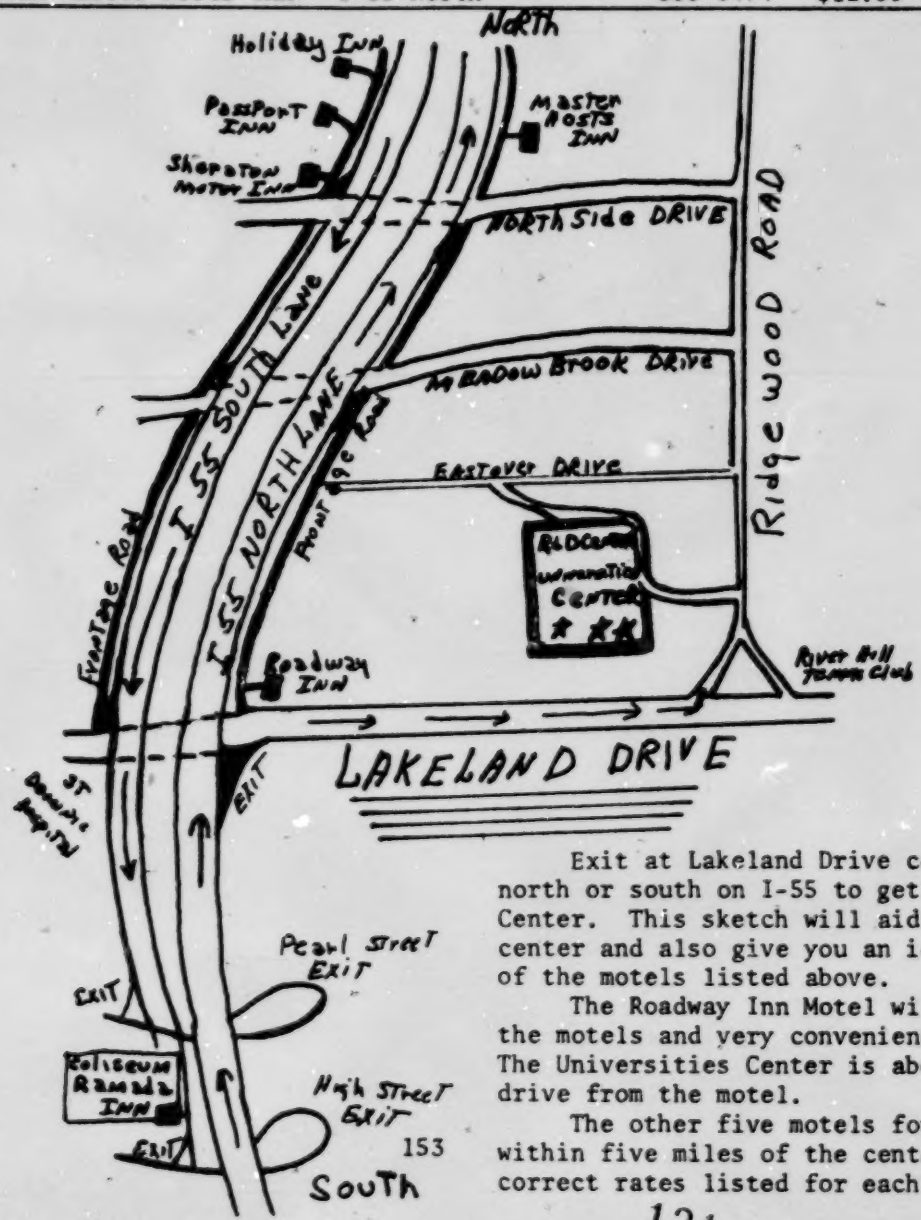
Please let me emphasize the necessity for you to bring with you appropriate materials which specify content in your subject area.

Again, thank you for offering your professional help in this most important endeavor. We look forward to working with you in this work conference and feel confident that the result will indeed be a significant contribution to the instructional programs of Mississippi.

JRH/bjj

Enclosure

MOTELS	ADDRESS	TELEPHONE NO.	RATE	
			Single	Double
Holiday Inn North	I-55 North	366-9411	$14.70 (Tax included)	$18.90
Roadway Inn	I-55 North	982-1122	$13.00	$18.00
Passport Inn	5035 I-55 North	982-1011	$10.40 (Tax included)	$13.65
Ramada Inn-Coliseum	I-55 North (Pearl & High Street Exits)	969-2141	$15.75 (Tax included)	$22.05
Sheraton Motor Inn	I-55 North	982-1044	$15.00	$20.00
Jacksonian Master Hosts Inn	I-55 North	366-8474	$12.60 (Tax included)	$18.90



Exit at Lakeland Drive coming from either north or south on I-55 to get to the Universities Center. This sketch will aid you in locating the center and also give you an idea of the locations of the motels listed above.

The Roadway Inn Motel will be the closest of the motels and very convenient to Lakeland Drive. The Universities Center is about a five minute drive from the motel.

The other five motels found on this map are within five miles of the center. These are the correct rates listed for each motel.

APPENDIX E

AGENDA FOR LANGUAGE ARTS WORK CONFERENCE

LANGUAGE ARTS WORK CONFERENCE AGENDA

Wednesday, December 4, 1974

I. Opening session for group chairmen - 9:00 a.m., Room 137

A. Welcoming remarks and introductions

B. Background information pertaining to the "Continuing Plan for Education in Mississippi"

C. Discussion of the ultimate goal for the conference

D. Discussion of the potential outcomes of the project

E. Organization of the conference

F. Discussion of the role of the chairmen in the project

G. Explanation of the financial arrangements

H. Assignment of rooms for group meetings

II. Opening session for all conference participants - 1:00 p.m., Room 137

A. Welcoming remarks by Dr. Garvin H. Johnston, State Superintendent of Education

B. Introduction of staff

C. Background information pertaining to the "Continuing Plan for Education in Mississippi"

D. Discussion of the ultimate goal for the conference

E. Discussion of the potential outcomes of the project

F. Organization of the conference

G. Discussion of the role of the chairmen and participants in the project

H. Explanation of the financial arrangements

I. Assignment of rooms for group meetings

III. Grade level and/or subject area meetings - 2:30 p.m. to 4:30 p.m.

A. Develop subject area into topical outline

B. Begin identifying and listing competencies under each topic

Thursday, December 5, 1974

IV. General assembly - 8:30 a.m., Room 137

A. Answer questions

B. Explain agenda for the day

V. Grade level and/or subject area meetings - 9:00 a.m. to 11:30 a.m.
(To continue identifying competencies under identified topics)

VI. Grade level and/or subject area meetings - 1:00 p.m. to 4:00 p.m.
(To continue identifying competencies under identified topics)

Friday, December 6, 1974

VII. General assembly - 8:30 a.m., Room 137

A. Answer questions

B. Discuss wrap-up of activities

VIII. Grade level and/or subject area meetings - 9:00 a.m. to 11:00 a.m.
(To continue identifying competencies under identified topics)

IX. Meeting with chairmen - 11:00 a.m. to 11:30 a.m.

A. Determine progress of groups

B. Discuss further plan of action

X. Grade level and/or subject area meetings - 1:00 p.m. to 3:00 p.m.
(To wrap-up activities in preparation for submitting identified competencies)

XI. Final general assembly - 3:00 p.m.
(To complete reimbursement forms)

APPENDIX F

LETTER TO SUPERINTENDENTS ACCOMPANYING
PROPOSED COMPETENCIES

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

February 28, 1975

Dear

This letter is a request for your continued cooperation of phase three of the "Continuing Plan for Education in Mississippi." Phase three is the development of catalogs of competencies or expectations of students in the basic academic areas for each grade level and subject area taught in the public elementary and secondary schools of Mississippi. You will recall that last year with the cooperation of the principals and science teachers in your district along with the principals and science teachers in the other 149 school districts, an initial catalog of competencies for the field of science was developed and distributed to the public schools.

Due to the tremendous response that was received by administrators and teachers across the state expressing the value of such a document in planning educational programs, we are currently in the process of developing similar catalogs in the fields of reading, language arts, mathematics, and social studies. During the fall of this school year, we held a work conference in each of the fields of study mentioned above. Selected teachers from all four corners of the state attended these work conferences representing all grade levels and subject areas in each of the four fields of study. At these work conferences a list of potential competencies for each subject area and grade level in each of the fields of reading, language arts, mathematics, and social studies was developed by teachers of these courses.

We are soliciting the input of all public school teachers in the state of Mississippi in each of the four fields of study mentioned above by asking them to react to the list of potential competencies developed in the various work conferences. In order to insure that the proper teachers receive the proper lists of competencies we would like to work through you to the principals of the schools in your district. A letter to the principals is attached for your information.

The accompanying materials with this letter are the packets of proposed competencies about which the teachers in each school in your school district are being asked to react. We would appreciate your cooperation in distributing the appropriate package of materials to the appropriate principal or school indicated on the package. The grade levels and subject areas represented in a package for a particular school were determined through reports from your district indicating that these

were the courses being taught in that school. You will note that in the letter to each principal we requested that they return the completed items directly to the State Department of Education by March 28, 1975.

Through the leadership of the superintendents and principals across the state last year, we received the input of 82 percent of the science teachers of Mississippi. It was the input of these teachers that made the project such a success. We are striving to achieve even greater success this year.

Upon compiling the returns from across the state, separate catalogs in reading, language arts, mathematics, and social studies will be produced which contain the expected competencies of students in each of these fields of study at each grade level and/or subject area which are being taught in the public schools of Mississippi. These competencies are thus being determined by the teachers of Mississippi and will ultimately be made available to every public school in the state.

If you have any questions concerning this project, please contact Dr. Jerry Hutchinson, Coordinator, Office of Planning and Evaluation, Mississippi State Department of Education, Post Office Box 771, Jackson, Mississippi 39205 or phone 354-7328.

I would like to take this opportunity once again to thank you for the cooperation that has been extended in the past in the development of the "Continuing Plan for Education in Mississippi" and to thank you in advance for cooperating with the State Department of Education in this important third phase.

Sincerely,

G. H. Johnston

G. H. Johnston
State Superintendent of Education

GHJ:bdb

Enclosures

APPENDIX G

LETTER TO PRINCIPALS ACCOMPANYING
PROPOSED COMPETENCIES

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

February 28, 1975

Dear Principal:

The Mississippi State Department of Education is earnestly soliciting your continued cooperation in the development of phase three of "The Continuing Plan for Education in Mississippi." You will recall in April, 1974, you and your science faculty participated in the development of the competencies expected of students in the various grade levels and subject areas of science offered within your school. The result of this endeavor was the publication of The Mississippi Catalog of Competencies for Public Elementary and Secondary Science. In September, 1974, we mailed you a copy of this catalog which enumerates the specific expectations of students at each grade level and/or subject area in the field of science as expressed by the vast majority of science teachers in the state of Mississippi.

Due to the tremendous response that was received by teachers across the state expressing the value of such a document in planning educational programs, we are currently in the process of developing similar catalogs in the fields of reading, language arts, mathematics, and social studies. During the fall of this school year, we held a work conference in each of the fields of study mentioned above. Selected teachers from all four corners of the state attended these work conferences representing all grade levels and subject areas in each of the four fields of study. At these work conferences a list of potential competencies for each subject area and grade level in each of the fields of reading, language arts, mathematics, and social studies was developed by the teachers of these courses.

You and your faculty are being asked to participate once again in the further development of the competencies which were initially identified in the four work conferences. The importance of your leadership in this project as principal of your school cannot be overemphasized. Through your leadership last year and the leadership of your fellow principals across the state, we received the input of 82 percent of the science teachers of Mississippi. It was this input that made the project an overwhelming success. Enclosed you will find separate lists of competencies, one for each of the grade levels and subject areas checked in the following table.

List of Accompanying Packets of Competencies by Grade Levels and/or Subject Areas for the Fields of Reading, Language Arts Mathematics, and Social Studies

READING	LANGUAGE ARTS	MATHEMATICS	SOCIAL STUDIES
(1)	(2)	(3)	(4)
Level I (Grade One) ___	Level I (Grade One) ___	Level I (Grade One) ___	Level I (Grade One) ___
Level II (Grade Two) ___	Level II (Grade Two) ___	Level II (Grade Two) ___	Level II (Grade Two) ___
Level III (Grade Three) ___	Level III (Grade Three) ___	Level III (Grade Three) ___	Level III (Grade Three) ___
Level IV (Grade Four) ___	Level IV (Grade Four) ___	Level IV (Grade Four) ___	Level IV (Grade Four) ___
Level V (Grade Five) ___	Level V (Grade Five) ___	Level V (Grade Five) ___	Level V (Grade Five) ___
Level VI (Grade Six) ___	Level VI (Grade Six) ___	Level VI (Grade Six) ___	Level VI (Grade Six) ___
Elementary Remedial Reading – Primary Level ___	Level VII (Grade Seven) ___	Level VII (Grade Seven) ___	Geography – Level VII (Grade Seven) ___
Elementary Remedial Reading Intermediate Level ___	Level VIII (Grade Eight) ___	Level VIII (Grade Eight) ___	World History – Level VII (Grade Seven) ___
Developmental Reading Junior High ___	Level IX (Grade Nine) ___	Fundamental Math I ___	American History – Level VIII (Grade Eight) ___
Developmental Reading Senior High ___	Level X (Grade Ten) ___	Fundamental Math II ___	Mississippi History – Level IX (Grade Nine) ___
Remedial Reading Junior High and Senior High ___	Level XI (Grade Eleven) ___	Algebra I ___	Geography – High School ___
	Level XII (Grade Twelve) ___	Algebra II ___	Problems of American Democracy ___
	World Literature ___	Advanced Mathematics ___	American Government ___
	Creative Writing ___	Geometry ___	Economics ___
		Trigonometry ___	Afro American History ___
			Sociology ___
			American History ___
			Mississippi Government ___
			Psychology ___
			World History ___

You will note that opposite each listed competency in a packet is a space provided to indicate if that competency would be a desirable or an undesirable expectation for a student enrolled in that grade level or subject area. Also, space is provided at the end of the form for a listing of additional topics and competencies that should be required or expected of students in that particular area. You will also note that space is provided on the front of each packet of competencies for the school name and school district. This serves a two-fold purpose, as follows: (1) to assure that each attendance center in the state has the opportunity to contribute to the overall project, and (2) to be sure that if a follow-up is necessary a second request will not be made to a school which has already responded. Therefore, please have these spaces filled in correctly.

You, as principal of this school, are essential to the success of this project. You are being asked to distribute the enclosed packets of competencies to the appropriate faculty members of your school for their review, revisions, and additions. It is our desire that each teacher who has a responsibility in the subject area indicated herein be given an opportunity to examine the proposed list of competencies and react. When you have more than one teacher representing a particular subject area or grade level, please ask that a consensus be expressed in the response. Also, please collect all of the packets sent to you when completed and bundle them together and return them to the following address:

Office of Planning and Evaluation
Mississippi State Department of Education
Post Office Box 771
Jackson, Mississippi 39205

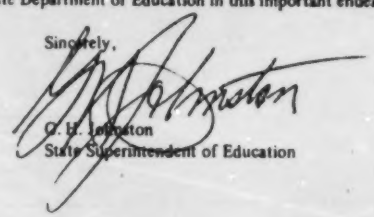
A return of the enclosed packets by March 28, 1975, will be greatly appreciated. We recognize the fact that in this instance we are not supplying you with return postage. This decision was prompted by the logistics of the expected return. Let me assure you that for your response and expense you will receive for your school and staff the completed catalogs of competencies in each of the four fields of study at our expense.

Upon compiling the returns from across the state, separate catalogs in reading, language arts, mathematics, and social studies will be produced which contain the expected competencies of students in each of these fields of study at each grade level and/or subject area which are taught in the public schools of Mississippi. These competencies will be determined by the teachers of Mississippi and they will be made available to every public school in Mississippi.

If you have any questions concerning this project, please contact Dr. Jerry Hutchinson, Coordinator, Office of Planning and Evaluation, Mississippi State Department of Education, Post Office Box 771, Jackson, Mississippi 39205 or phone 354-7328.

Thank you in advance for cooperating with the State Department of Education in this important endeavor.

Sincerely,



G. H. Johnston
State Superintendent of Education

GHJ bdb

Enclosures

APPENDIX H

DIRECTIONS FOR ASSESSING THE PROPOSED COMPETENCIES
AND A SAMPLE OF PROPOSED COMPETENCIES

PROPOSED COMPETENCIES FOR
LANGUAGE ARTS
LEVEL I (GRADE ONE)

_____

Name of School

_____

Name of School District

DIRECTIONS FOR ASSESSING PROPOSED COMPETENCIES

Background

You the teachers of reading, language arts, mathematics, and social studies are being asked to contribute your ideas and opinions in the development of competencies expected of students in your course. The competencies will be enumerations of the specific expectations of students by the time a year of study in a particular course has been completed.

During the fall of 1974, a work conference in each of the fields of study including reading, language arts, mathematics, and social studies was held. In each work conference approximately five teachers for each grade level or subject area compiled an initial list of potential competencies for their respective grade levels or subject areas. These lists are now being made available to public school teachers for your direct input at this time. Concerning the attached list we are soliciting from you your professional opinion concerning the approval or disapproval of each potential competency, any additional competencies that you feel should be added, or comments and revisions concerning any portion of this endeavor.

Directions

You are being asked to participate in the development of competencies for the attached subject area. Your task can be completed as follows:

1. Indicate the number of teachers in your school who teach the attached level or subject area. _____

2. The opinions given concerning the competencies listed for this subject area are the consensus of how many of the teachers who teach this subject area in your school? _____

3. Each subject area is outlined in a numerical outline. The major topics are listed by numbers such as 1.0, 2.0, 3.0, etc. Under each major topic are sub-topics which relate to the major topics and are numbered 1.1, 1.2, 1.3, etc.; 2.1, 2.2, 2.3, etc.; 3.1, 3.2, 3.3, etc. The sub-topics may be further divided and numbered 1.1.1, 1.1.2, 1.1.3, etc. The last extremity of the outline will contain the competencies that students are expected to attain as related to the appropriate topic. Each competency will then be numbered in accordance with the appropriate topic.

4. To the right of each listed competency is provided a space for you to mark whether you agree or disagree that that particular

competency is a desirable expectation of the students you teach in this particular subject area or grade level. Your approval or disapproval should reflect the consensus of opinions of the teachers in your school who teach this subject area or grade level.

5. Should you disagree with the stated terminology or content of a listed competency and desire to indicate a suggested revision, please make a note in the margin. In addition, should you find an error, such as, a misspelled word, typographical error, or a poorly stated competency, please correct or revise the error at the place it is located.

6. Space has been provided at the end of the form for the insertion of additional competencies that you feel should be included. When making your list of additional competencies, please attach the appropriate number to the competency so that it can be entered under the proper topic and sub-topic. Example: Under topic number 2.0 and sub-topic 2.1 you desire an additional competency. Suppose five competencies are listed under 2.1, the last being 2.1.5. Your additional competency would be numbered 2.1.6. Number all additional competencies accordingly. The same procedure would be used if you felt a needed sub-topic or topic was omitted. If under topic 2.0 there were three sub-topics, the last being 2.3, the additional sub-topic would be 2.4. Then you would list the expected competencies for this sub-topic as 2.4.1, 2.4.2, etc.

7. Upon completing the tasks described in items four, five, and six, please return the completed form to your principal. Your principal has been asked to collect all forms for all areas of reading, language arts, mathematics, and social studies represented in this school and to return them to the State Department of Education.

The importance of this activity cannot be overemphasized. As you can see, the teachers of reading, language arts, mathematics, and social studies of the state of Mississippi will be determining what the outcomes in each of these courses taught in Mississippi should be. After compiling the returns from across the state, catalogs will be produced which contain the expected competencies of students in each of the four subject areas listed above taught from grades one through twelve in the public schools of Mississippi. These catalogs will be made available to every public school in the state. The implications for having this type of information are infinite and can contribute to the improvement of the educational process of students. You can see from this activity that the State Department of Education can then proceed to phase four of the "Continuing Plan for Education in Mississippi" and measure how well the stated competencies are being achieved across the state in each of the subject areas. Then, if necessary, educational changes can be made based upon sound evaluation data.

Thank you in advance for contributing your professional services to this most important endeavor.

LEVEL I (GRADE ONE)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

Agree | Disagree

1.0 LISTENING

- 1.1 Listening
  - 1.1.1 Give attention over a span of time.
  - 1.1.2 Form mental images from words
  - 1.1.3 Recall main events from stories
  - 1.1.4 Listen for pleasure
  - 1.1.5 Listen for information.
  - 1.1.6 Follow verbal directions.
  - 1.1.7 Recognize new words and their meaning
- 1.2 Observation
  - 1.2.1 Identify characters in a given situation.
  - 1.2.2 Describe action of characters
  - 1.2.3 Recognize likenesses and differences in characters.

2.0 ORAL LANGUAGE

- 2.1 Story telling
  - 2.1.1 Use a natural unstrained voice.
  - 2.1.2 Enunciate properly.
  - 2.1.3 Speak with expression
  - 2.1.4 Use complete sentences.
  - 2.1.5 Develop poise and confidence.
- 2.2 Introduction
  - 2.2.1 Identify self
  - 2.2.2 Apply standards of courtesy
- 2.3 Asking and answering questions
  - 2.3.1 Ask for information or help
  - 2.3.2 Give clear answers.
- 2.4 Announcements
  - 2.4.1 Speak in a clear and friendly voice
  - 2.4.2 State information clearly and concisely
- 2.5 Oral reports
  - 2.5.1 Give report on personal experiences
  - 2.5.2 Report on progress of group or individual projects.
  - 2.5.3 Relate television programs, films, or recordings.
  - 2.5.4 Express ideas gained from family or friends
  - 2.5.5 State personal opinions
  - 2.5.6 Give reports with proper sequence and continuity of thought
  - 2.5.7 Use simple tense forms correctly.
  - 2.5.8 Use new words in communication.
  - 2.5.9 Use terms such as capital letters, small letters, period, question marks, and quotation marks
- 2.6 Description
  - 2.6.1 Recognize the following terms (tall-short, above-below, in-out, over-under, back-front, left-right, big-little)
  - 2.6.2 Identify moods such as crying, smiling, frowning, frightening
- 2.7 Dramatization
  - 2.7.1 Act out stories and poems
  - 2.7.2 Act out safety and health posters
  - 2.7.3 Act out community activities.
  - 2.7.4 Act out personal experiences.

3.0 WRITING

- 3.1 Handwriting
  - 3.1.1 Readiness
    - 3.1.1.1 Develop good muscular coordination.
    - 3.1.1.2 Use correct position of body, hand, arm, paper, and pencil.
    - 3.1.1.3 Develop left to right movement and return sweep
  - 3.1.2 Formation
    - 3.1.2.1 Construct vertical lines, horizontal lines, and circles
    - 3.1.2.2 Construct capital and small letters in manuscript form.
    - 3.1.2.3 Develop a sense of form for placing written work on paper
  - 3.1.3 Sentence structure
    - 3.1.3.1 Use capital letters (to begin a sentence, name of person, street, town, school, and pronoun "I").
    - 3.1.3.2 Apply period and question marks correctly
  - 3.1.4 Copy work
    - 3.1.4.1 Copy one's own name
    - 3.1.4.2 Copy labels

	Agree	Disagree
3.1.4.3 Copy notes to parents		
3.1.4.4 Copy announcements of special events		
3.1.4.5 Copy individual experience stories		
3.1.5 Creative writing		
3.1.5.1 Write labels		
3.1.5.2 Write picture captions for own paintings		
3.1.5.3 Fill in words to complete a sentence		
3.1.5.4 Write simple sentences		
3.1.5.5 Write brief stories		
3.1.5.6 Write simple friendly letters		
3.1.5.7 Write poetry		
4.0 SPELLING		
4.1 Phonetic elements		
4.1.1 Differentiate sounds		
4.1.2 Associate consonant symbols with their sounds		
4.1.3 Recognize beginning and ending sounds		
4.1.4 Recognize rhyming words		
4.1.5 Recognize the vowels (a, e, i, o, u)		
4.1.6 Use initial consonant substitution to spell related words		
4.1.7 Know digraphs (sh, th, ch, wh)		
4.1.8 Know long and short vowel sounds		
4.1.9 Know consonant blends		
4.2 Word building		
4.2.1 Make structural changes in words by adding ing, ed, er, and s		
4.2.2 Recognize compound words		
4.2.3 Recognize contractions		
4.2.4 Recognize possessive nouns		
4.2.5 List words in alphabetical order		
4.2.6 Spell familiar words		
5.0 LIBRARY SKILLS		
5.1 Handle books properly		
5.2 Recognize that dictionaries and encyclopedias are arranged in alphabetical order		
5.3 Develop an interest in reading for pleasure		

Additional Competencies: (Refer to directions and number the additional competencies appropriately; attach additional pages as necessary.)

APPENDIX I

FOLLOW-UP LETTER TO SUPERINTENDENTS

State of Mississippi

DEPARTMENT OF EDUCATION

P. O. Box 771 - Jackson, Mississippi 39205

Office of Planning and Evaluation

Telephone
601-354-7328

April 15, 1975

Dear

In February you were mailed a request to distribute packages of proposed competencies in four subject areas to the attendance centers within your district for the reactions of the teachers who have responsibilities in those four areas. To date we have received response from attendance centers representing 130 of the 150 school districts. Unfortunately no response has been received from your district. The due date for the return was March 28. This letter is being written for your information and to encourage representation from every school district and ideally from every attendance center in the state.

Some concern has been expressed about the specificity of the proposed competencies and about the implications toward "low-level" achievement. We encourage teachers from around the state to submit the competencies in practice in their respective classrooms which differ from the proposed list. The proposed list is merely a reference point. We feel that it will be easier to revise than to originate and currently we are merely developing a catalog of items that teachers say is being taught in the classrooms. We hope that the catalog represents a practicioners point of view. Also, we are aware that the lists of competencies are much too exhaustive to expect a high degree of achievement, even if one could measure attainment for each item.

If you have any questions about this project, please feel free to call me at 354-7328.

Sincerely,

J. R. Hutchinson, Ed.D.
Coordinator

JRH/bb

APPENDIX J

LETTER TO DEANS OF SCHOOLS OF EDUCATION IN INSTITUTIONS OF HIGHER LEARNING IN MISSISSIPPI

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

February 28, 1975

Dear

The enclosed materials are being sent to you for a twofold purpose as follows: (1) to inform you about a project currently being undertaken by the Mississippi State Department of Education, and (2) to ask that you distribute the enclosed materials to the appropriate personnel within your department for their reactions. A more detailed explanation can be found in the enclosed copy of the letter being sent to each of the attendance center principals within the state.

The purpose of the project is to identify the precise expectations of pupils by grade level and subject area enrolled in the areas of language arts, reading, mathematics, and social studies. Some personnel from the institutions of higher education in Mississippi have requested that they have a voice in determining these competencies for elementary and secondary pupils. We welcome this input and ask that you include those interested from your institution. We do ask, however, that a consensus be expressed rather than individual response.

Please note that a due date of March 28 is included in the principal's letter. This date is also applicable to those responding from institutions of higher learning.

If you have questions concerning any of the activities related to this project, please contact Dr. J. R. Hutchinson, Coordinator, Office of Planning and Evaluation, P. O. Box 771, Jackson, Mississippi 39205, or call 354-7328.

Sincerely,

G. H. Johnston

G. H. Johnston
State Superintendent of Education

GHJ/bjw

Enclosures

APPENDIX K

PROPOSED COMPETENCIES REJECTED BY RESPONDING LANGUAGE ARTS TEACHERS

APPENDIX K

PROPOSED COMPETENCIES REJECTED BY RESPONDING LANGUAGE ARTS TEACHERS

LEVEL ONE

No deletions

LEVEL TWO

No deletions

LEVEL THREE

No deletions

LEVEL FOUR

No deletions

LEVEL FIVE

No deletions

LEVEL SIX

No deletions

LEVEL SEVEN

1.1.3.5.4 Create a recipe using transitive passive verbs

LEVEL EIGHT

No deletions

LEVEL NINE

1.3.1.4.22 Define a retained object
1.3.1.4.23 Recognize a retained object
1.3.1.4.24 Illustrate a retained object
1.6.1.1 Outline the history of the English language
1.6.1.2 Examine the relationship of the Indo-European languages
1.6.1.3 List the contributions of the Celts, Romans, Danes, and Normans to the English language
1.6.1.4 Discuss the forces that have retarded language change and made for standardization

LEVEL NINE (continued)

1.6.2.1	Compare the early specialization with contemporary generalization of the following words: butcher, companion, lousy, average, scene, scorn, zone, upshot, pen, and tally
1.6.2.2	Distinguish between the early generalization and comtemporary specialization of the following words: stave, meat, liquor, girl, coin, etching, fender, garage, planet, and malaria
1.6.2.3	Explain the elevation of such words as steward, marshal, knight, and similar titles
1.6.2.4	Examine the degradation of such words as churl, villain, and boar
1.6.2.5	Explain the transfer of definition of the following words: pastor, priest, warm (feeling), crazy (cracked), broken (health), dead (weight), manufacture, and coach
1.6.2.6	Reconstruct the semantic chains connecting the diverse meanings of bead, dog, plot, and board
1.6.2.10	Define these cognates and doublets: pensive, cord, chart, regal, royal, fatherly, paternal, hyena, sow, foul, putrid, and light
1.6.4.13	Make a chart indicating the relative frequency of various types of etymologies
2.12.2	Explain the parts of the term paper
2.12.3	Differentiate between source and note cards
2.12.5	Relate the information placed on a source card for the entries of a book, magazine, an encyclopedia, newspaper, pamphlet, and an interview
2.12.6	Write six footnotes, supplying all required information, illustrating a book, magazine, newspaper, pamphlet, an interview, and encyclopedia
2.12.7	Write a bibliographical form for a magazine, book, newspaper, pamphlet, an encyclopedia, and interview
2.12.8	Write a skeleton term paper, illustrating all parts except the body
2.12.9	Prepare a fifteen pape term paper, using eight references
4.2.1.2	Explain Geoffrey Chaucer's and Giovanni Boccaccio's contributions

LEVEL TEN

No deletions

LEVEL ELEVEN

4.1.2.2	Recognize music as presymbolic, non-verbal language
4.1.2.3	Recognize the response to presymbolic language as a result of cultural attitudes

LEVEL TWELVE

2.6.2.12	List the characteristics of Pindaric, Horatian, and irregular odes

LEVEL TWELVE (continued)

7.1.6	Contrast the foregoing with the system of vowel representation as devised by the Greeks and Romans in their alphabets
7.2.3	Give examples of the flexibility of English stress and pitch as contrasted with the fixed pitch of tonal languages such as Chinese
7.2.4	Cite examples of the transfer of sounds across language barriers (Japanese lack of medial r sound; thus Marine becomes Maline)
7.3.3	Classify these eight as to centum and satem branches
7.3.4	Locate the languages in each of these two major branches geographically
7.3.5	Cite the problems posed in reconstructing the Germanic branch since its speakers were nonliterate and left no records
7.3.6	Distinguish between Low German and High German
7.3.7	Explain Grimm's Law and Verner's Law in relation to consonant shifts
7.3.8	Explain the six steps in the generative transformational process
7.4.13	Define the Law of Recessive Accent
7.5.10	Discuss the purpose of the Ormulum
7.6.1.12	List five of the multitude of "how to" books on spelling and usage printed during this period such as Richard Mulcaster's The First Part of the Elementarie and Edmund Coote's The English Schoole Maister
7.6.2.1	Clarify the Royal Society's intent in objecting to Elizabethan English as "unscientific"
7.6.2.5	Show that Bishop Robert Lowth's A Short Introduction to English Grammar (1762) set the stage for prescriptive grammar books that have persisted to the present
7.6.2.7	State the three tests established by Dr. George Campbell for standard English which are still generally accepted by lexicographers
7.6.2.10	Show how Webster's Dissertations on the English Language (1789) serves as a convenient bridge between the Authoritarian Period and Late Modern English
7.6.3.10	List words added from the opening of trade with the Orient and as a result of the Boer War
7.7.14	Discuss the speech problems encountered by the Pakistanis and Indians who have recently settled in England

WORLD LITERATURE

No deletions

CREATIVE WRITING

1.2.3.3.6.3	Create examples of the ottava rima
2.7.3	Construct a brief almanac

CREATIVE WRITING (continued)

3.12.4	Employ the elements of fiction to create a novella
3.12.5	Employ the elements of fiction to create a novel
5.2.2.7	Write an example of each type of ode

APPENDIX L

ADDITIONAL COMPETENCIES SUGGESTED BY RESPONDING LANGUAGE ARTS TEACHERS

APPENDIX L

ADDITIONAL COMPETENCIES SUGGESTED BY RESPONDING
LANGUAGE ARTS TEACHERS

LEVEL ONE

1.1.8 Comprehend the meanings of new words
1.2.4 Recognize a speaker's plan of organization
1.2.5 Display sequencing skills

2.1.6 Select a story that the audience will enjoy
2.1.7 Tell favorite stories
2.1.8 Organize ideas in sequence - beginning, middle, and end
2.2.3 Identify others
2.3.3 Identify public situations which allow asking questions
2.3.4 Identify public questions which need an oral answer
2.3.5 Know the difference between asking a question and relating an incident
2.5.10 Participate in choral reading
2.5.11 Read lines of a play, poem, etc.
2.6.3 Identify moods such as sad and happy
2.6.4 Identify terms such as beside, behind, through, and against
2.6.5 Develop sequencing skills - expressively
2.6.6 Identify and express weather conditions such as hot, cold, windy, and/or cloudy
2.7.5 Act out stories, poems, etc. with music
2.7.6 Use correct enunciation, speed, and pitch in group speaking such as poetry or nursery rhymes
2.7.7 Associate visual stimulus with performance of manual expressions
2.8 Discussion
- 2.8.1 Participate in group discussion
- 2.8.2 Follow simple standards for group discussion

3.1.1.4 Develop an interest in writing
3.1.2.4 Leave margins at the left and right of a page and spacing at the top and bottom of a page
3.1.2.5 Develop pride in writing neatly
3.1.3.3 Recognize comma, apostrophe, and quotation marks
3.1.3.4 Recognize use of comma, apostrophe, and quotation marks
3.1.4.6 Trace names
3.1.5.8 Keep records (e.g., weather, height, weight, date of planting seeds, etc.)
3.1.6 Outlining
- 3.1.6.1 Write simple outlines (e.g., materials needed for a project, work to be done, etc.)
- 3.1.6.2 Organize ideas and impressions

4.1.10 Know diphthongs (vowel combinations - oi, oy, ou, ow)
4.1.11 Know medial sounds
4.2.7 Know abbreviations of familiar words
4.2.8 Understand homophones
4.2.9 Know the use of phonograms
4.2.10 Spell words from dictation

5.4 Use table of contents in book to locate page numbers
5.5 Recognize the card catalog and its services to library users
5.6 Associate information of card catalog with assistance of librarian to aid in selection of books
5.7 Develop ability to utilize picture dictionaries and encyclopedias as writing tools

6.0 Social and emotional skills
- 6.1 Learn to get along with one's peers
- 6.2 Cooperate in group activities
- 6.3 Show respect for the worth and dignity of another individual
- 6.4 Develop a good concept of self
- 6.5 Develop self-confidence for tackling new jobs and trying new experiences
- 6.6 Learn to manage one's feelings
- 6.7 Develop the ability to organize, to plan, and to follow through on simple tasks
- 6.8 Establish routines and patterns of living for classroom behavior
- 6.9 Learn to experience failure as well as success
- 6.10 Learn to distinguish between private or personal property and that which belongs to the group

LEVEL TWO

2.2.6 Increase oral vocabulary
2.2.7 Observe correct usage of words

3.2.1.4 Write own initials
3.2.2.4 Read sentences in cursive writing
3.2.2.5 Transcribe from manuscript to cursive
3.2.2.6 Transcribe from cursive to manuscript
3.3.3 Correct incorrect strokes
3.5.3 Write independently in manuscript form with ease
3.7.3 Write own telephone number
3.8.5 Copy paragraphs from chalkboard in correct form

5.4.6 Recognize paragraph form
5.4.7 Indent paragraphs
5.4.8 Recognize the important words in the title of a story

6.4 Classify words as to part of speech
6.5 Differentiate between a noun and a verb

7.3.16 Identify long vowel sounds in words
7.3.17 Write two words from one word (contractions)
7.3.18 Write antonyms and synonyms
7.14 Recognize forms of verb to be

8.4 Perceiving relationship
8.4.1 Understand cause-and-effect relationship
8.4.2 Make comparisons and contrasts
8.5 Critical thinking
8.5.1 Draw inferences
8.5.2 Anticipate outcomes

9.2.4 Use a dictionary to find word meanings
9.4 Use an index as a reference

LEVEL THREE

2.24 Demonstrate discussion skills

3.1.2.1.6 Recognize singular possessive forms of nouns
3.1.2.1.7 Recognize plural possessive forms of nouns
3.1.3.11 Capitalize first letter of words in title of book and underline all words

4.2.4 Write a short report
4.2.1.7 Recognize imagery
4.3.1.8 Recognize cinquains
4.3.1.9 Write haiku
4.4 Practice proofreading and self-editing for revising and rewriting

5.11 Evaluation
5.11.1 Evaluate own handwriting using pre-determined standards
5.11.2 Correct handwriting problems through corrective practice
5.12 Write independently sentences in cursive form

6.1.1.18 Identify silent letters in words
6.1.3.7 Use homographs correctly
6.2.12 Pronounce words according to phonetic spelling

LEVEL FOUR

1.4 Give facts to support opinion

2.3.5 Play a role
2.6.5 Know how to handle emergencies by telephone (e.g., fire, illness, break-in, etc.)

3.6 Practice self diagnosis and correction

4.6.3 Construct clear questions

5.1.5 Write invitation, thank you, friendly, and business letters

6.1.9 Capitalize correctly the parts of an address
6.1.10 Capitalize sacred words such as Christ, God, etc.
6.2.3.13 Use a comma correctly in the closing of a letter
6.2.8 Use a colon correctly after the greeting of a business letter

7.2.5 Identify possessive pronouns
7.3.4 Recognize correct usage of helping words
7.3.5 Recognize subject-verb agreement

8.1.13 Use diacritical markings in appropriate instances
8.7 Proofread for spelling errors

9.5 Use an encyclopedia to locate information
9.6 Use an atlas for locating information

LEVEL FIVE

2.2.10 Use correct techniques in making introductions
2.2.11 Demonstrate proper telephone manners
2.2.12 Give oral book reports

4.7 Rewrite incomplete sentences

5.2.3 Write a thank you letter
5.2.4 Write a letter of invitation
5.4.4 Identify the parts of the short story
5.4.5 Compose rebus stories
5.5.4 Discuss the meaning of specific poems
5.5.5 Compose cinquain
5.8.9 Recognize sentences that are not related to the topic of a paragraph
5.11 Write a biographical sketch

6.10 Capitalize the pronoun I
6.11 Use a capital letter for the first word of a sentence

7.1.6 Use a comma to separate the names of a city and a state
7.9 Use a question mark after an interrogative sentence

8.1.4 Recognize singular and plural nouns
8.1.5 Recognize a noun used as a direct object
8.1.6 Recognize noun determiners
8.1.7 Define the term noun
8.2.4 Recognize a pronoun used as a direct object
8.2.5 Define the term pronoun
8.2.6 Identify pronoun antecedents
8.3.5 Recognize principal parts of verbs
8.3.6 Recognize separated verb phrases
8.3.7 Recognize the tense of verbs
8.4.6 Recognize possessive pronouns used as adjectives
8.7.3 Identify prepositional phrases
8.7.4 Recognize the object of the preposition
8.8 Subordinators
- 8.8.1 Use "time" and "reason" subordinators
- 8.8.2 Identify subordinators in sentences

8.9 Interjections
- 8.9.1 Recognize interjections in sentences
- 8.9.2 Use interjections in sentences

9.7 Recognize synonyms
9.8 Recognize misspelled words

10.3.1.3 Operate within a system based upon alphabetical order
10.3.4 Utilize the index of a book to locate information
10.3.5 Know the system of arrangement of books according to the Library of Congress
10.4 Locate parts of a book (e.g., title page, table of contents, index, etc.)

LEVEL SIX

1.1.5 Pronounce words clearly and distinctly
1.2.8 Give oral directions
1.2.9 Make oral book reports
1.2.10 Use tape recorder to improve voice
1.2.11 Use good telephone manners
1.2.12 Participate in panel discussion
1.3 Develop good listening skills

2.13 Recognize foreign affixes and root words
2.14 Recognize idioms and clichés

3.1.9 Locate in a dictionary and use appropriately synonyms, antonyms, and homonyms
3.1.10 Determine the function of a word by using a dictionary
3.1.11 Recognize preferred pronunciation of a word
3.3.3 Write a notecard from a reference source
3.5 Outline main ideas

5.3.4 Recognize basic English sentence patterns
5.3.5 Write simple, compound, and complex sentences
5.3.6 Transform declarative sentences into interrogative, imperative, and exclamatory sentences

6.1.5 Revise paragraphs
6.6 Summarize main ideas
6.7 Write book reviews
6.8 Complete forms correctly

7.3.8 Use a comma after the closing of a letter
7.3.9 Use a comma after the greeting of a letter
7.3.10 Use a comma to set off nouns of direct address from the rest of the sentence
7.3.11 Use a comma in direct quotations
7.8 Use an exclamation mark after exclamatory sentence
7.9 Semicolon
7.9.1 Use to replace conjunction in a compound sentence
7.9.2 Use to join two sentences when second sentence is introduced by a connective
7.10 Use periods correctly
7.11 Use question marks correctly
7.12 Use hyphens correctly
7.13 Use negatives correctly

8.2.4 Show agreement of pronoun with antecedent
8.3.5 Recognize determiners or articles
8.4.3 Show degrees of comparison
8.8.2.3 Use linking verbs
8.8.2.4 Use auxiliary verbs
8.8.6 Conjugate verbs in present, past, and future tenses
8.8.7 Recognize correct usage of verbs such as sit, set, lie, and lay

9.13 Write legibly with ease
9.14 Demonstrate mastery of standard manuscript form

LEVEL SEVEN

1.1.1.3.6 Know that a noun may be one part of speech in one sentence and another part of speech in another sentence
1.1.1.10 Know the gender of nouns
1.1.2.4.6 Know that you and it may be used in the nominative and objective cases
1.1.2.4.7 Know the gender of personal pronouns
1.1.2.4.8 Know the persons of personal pronouns
1.1.3.3.5 Conjugate a verb in the emphatic and progressive tenses
1.1.6.10 Know that prepositions are not basic elements but depend on other words for their function
1.1.7.4 Know that conjunctions are not basic elements but depend on other words for their function
1.2.1.5 Locate the simple subject in an inverted sentence
1.6 Improve mastery of manuscript and cursive writing

2.7 Mythology
2.7.1 Know origins of major mythological characters
2.7.2 Relate influences of mythology on present times and events

3.5.1.16 Use correct procedures for folding and placing a letter in an envelope
3.5.2.13 Know the proper salutations for a business letter
3.7 Write simple research papers

4.5.13 Define dictionary
4.5.14 Know two types of dictionaries (abridged and unabridged)
4.5.15 Demonstrate use of the information located in the front of a dictionary
4.5.16 Know descriptive nature of dictionary
4.5.17 Know history and development of dictionaries
4.6.2.3 Define encyclopedia
4.6.3.4 Define almanac
4.6.4.4 Define Readers' Guide to Periodical Literature
4.6.6.3 Define atlas

5.9.1 Know that homographs are words spelled the same as another but have different meanings

LEVEL EIGHT

1.1.15 Capitalize names of school courses when they are a language and when they are followed by a course number
1.2.41 Underline words to indicate italics

2.1.1.8.6 Recognize nouns used as subjects and objects of verbals
2.1.3.5.8 Define tense shift
2.1.3.5.9 Correct tense shift errors in selected sentences
2.1.4.16 Know the questions that adjectives answer
2.1.5.11 Comprehend the function of adverb clauses
2.1.5.12 Identify adverb clauses in given sentences
2.1.5.13 Construct sentences containing adverb clauses
2.1.5.14 Know the questions that adverbs answer
2.1.6.9 Differentiate between words used as prepositions and those used as adverbs
2.1.7.5 List subordinate conjunctions through memorization
2.3 Functional grammar
2.3.1 Define functional grammar
2.3.2 Illustrate functional grammar

3.1.5.18 Interpret poetry orally

4.3.13 Utilize special sections in dictionary (biographical names, abbreviations, and Gazetteer)
4.3.14 Find various inflectional forms of words in dictionary
4.3.15 Find levels of usage of words in dictionary

5.2.24 Develop paragraphs in order of time, position, and importance
5.2.25 Develop and write a philosophy using a given outline

9.0 Personal communication
9.1 Determine effective ways of communicating with others, both in giving and receiving information, ideas, and feelings
9.2 Practice working cooperatively with others to reach pre-set, mutually advantageous goals

10.0 Values clarification
10.1 Discuss situations in which a value determination is necessary
10.2 Take a voluntary stand for certain personal convictions

11.0 Mass media
11.1 Distinguish fact from fantasy
11.2 Evaluate commercials, political speeches, etc.
11.3 Read and utilize sections of newspapers (e.g., want ads)
11.4 Distinguish between satire and humor in comic strips
11.5 Develop awareness of usefulness of trade magazines and other such periodicals
11.6 Recognize the influence of mass media on our language, behavior, and cultural changes

LEVEL NINE

1.1.4.3 Write friendly letters
1.1.4.4 Write business letters
1.1.5.3 Capitalize the vocative O

1.2.1.5 Use the period after an indirect question
1.2.1.6 Use period after a simple request
1.2.1.7 Use a period after symbols in an outline (I., A., 1., a.)
1.2.6.4 Use a semicolon to separate elements in a series when the elements contain internal punctuation
1.2.7.7 Use a hyphen in compound adjectives before a noun
1.2.8.4 Use an apostrophe with expressions of time, space, and amount (e.g., a week's supply)
1.2.10 Underlining
- 1.2.10.1 Simulate italic type in writing or typing
- 1.2.10.2 Use for words, letters, and numerals referred to as such
- 1.2.10.3 Use for foreign words and phrases

1.3.1.1.1 Recognize compound nouns
1.3.1.1.2 Recognize noun equivalents or substantives
1.3.1.5 Form and use correctly the plurals and possessives for nouns
1.3.2.10 Recognize the understood you as the subject for an imperative sentence
1.3.2.11 Use a possessive case pronoun before a gerund
1.3.3.1.1.3 Write sentences using transitive verbs
1.3.3.2.3 Know how regular verbs form their principal parts
1.3.3.3.5 List helping verbs
1.3.3.6 Subjunctive mood
- 1.3.3.6.1 Define subjunctive mood
- 1.3.3.6.2 Recognize verbs in the subjunctive mood
- 1.3.3.6.3 Use correctly the subjunctive mood in a sentence

1.3.4.2.4 Memorize comparison of irregular adjectives and adverbs
1.3.4.3 Define descriptive, possessive, demonstrative, numeral, article, participle, linking verb, and proper adjectives
1.3.4.4 List descriptive, possessive, demonstrative, numeral, article, participle, linking verb, and proper adjectives
1.4.33 Recognize redundant adverbs
1.4.34 Use correctly to, too, two; its, it's; and who's, whose
1.4.35 Recognize and use correctly like as a preposition and as, as if, and as though as conjunctions
1.4.36 Eliminate the use of ain't, how come, for why, I says and similar expressions
1.4.37 Use correctly sort of, kind of (not sort of a, kind of a) before a noun
1.4.38 Eliminate the use of he come, you was, they done, and similar incorrect uses of the verb
1.4.39 Recognize blame on, blame it on, and at about as incorrect
1.4.40 Use way, ways, and away correctly
1.5.2.3.5 Form the plural of compound nouns
1.7 Structural linguistics
- 1.7.1 Form classes of words
- 1.7.2 Use determiners, auxiliaries, intensifiers, conjunctions, sentence connectors, and question words
- 1.7.3 Write sentences correctly by the use of structural linguistics

2.1.5 Recognize verbal phrases
2.1.6 Identify appositional, gerund, infinitive, and participial phrases
2.5.8 Diagram simple, compound, and complex sentences
2.7.6 Know the rules to be observed in writing the outline (e.g., numbering, indention, capitalization, punctuation, and parallelism)
2.8.13 Use correct manuscript form in writing a paragraph
2.8.14 Understand the purpose of a "rough draft" and proofreading
2.8.15 Avoid the needless shift of verb tense in paragraphs

4.1.1.4 Discuss Eudora Welty as a short story writer
4.1.5.5 Discuss the novelist Margaret Walker
4.1.6.2.7 Define essay
4.1.6.2.8 Recognize author's style of writing
4.1.6.2.9 Indicate the effects of personality and style
4.2.8.1.6 Define and cite examples of metonymy, hyperbole, synecdoche, and litotes
4.2.9 Haiku
- 4.2.9.1 Define haiku
- 4.2.9.2 Discuss origin of haiku
- 4.2.9.3 Compose a haiku and illustrate

4.3 Drama
- 4.3.1 Know brief history of Elizabethan drama
- 4.3.2 Understand a Shakespearean play (Romeo and Juliet)
- 4.3.3 Understand stage directions
- 4.3.4 Know historical background information about Shakespeare's life
- 4.3.5 Know types of drama
- 4.3.6 Define drama

4.3.7 Discuss the development of types of drama such as comedy, tragedy, historical, etc.
4.3.8 Discuss different playwrights and their techniques in writing
4.3.9 Describe the Globe Theatre

6.0 Library skills
- 6.1 Reference skills
  - 6.1.1 Use reference books
  - 6.1.2 Use Readers' Guide
- 6.2 Dewey Decimal System
  - 6.2.1 Know ten main classes of the Dewey Decimal System
  - 6.2.2 Know how biographies are shelved
  - 6.2.3 Know how books of fiction are shelved
- 6.3 Card catalog
  - 6.3.1 Use author, title, and subject cards
  - 6.3.2 Use See Cards and See Also Cards
  - 6.3.3 Locate books by use of card catalog

LEVEL TEN

1.1.1.6 Recognize that nouns may be classified as concrete, abstract, collective, count, and mass whether they be common or proper
1.1.2.8 Distinguish between transitive and intransitive verbs
1.1.2.9 Write a synopsis of conjugation
1.1.2.10 Recognize the expanded forms of verbs (simple, emphatic, and progressive)
1.1.3.7 Decline the personal pronoun in all three cases
1.1.5.7 Recognize that some adverbs may be used to join (conjunctive adverb)
1.2.2.1.4 Diagram a simple sentence
1.2.2.2.4 Diagram a compound sentence
1.2.2.3.2.6 Know that a noun clause may serve the same function as a noun
1.2.2.3.3 Diagram a complex sentence using all kinds of dependent clauses
1.2.2.4.4 Diagram a compound-complex sentence
1.4.1.4 Display knowledge of correct subject-verb agreement in oral communications

2.2.4 Find the etymology of words
2.2.5 Develop a working oral vocabulary

3.9 Demonstrate an understanding for including the correct bibliographical form in a research paper
3.10 Write a simple research paper
3.11 Demonstrate an understanding of the Library of Congress Classification System
3.12 Understand the purpose of a bibliography
3.13 Employ the use of an outline in writing a research paper

4.2.8 Recognize various kinds of paragraphs (developmental, introductory, transitional, and concluding)
4.4.1.3 Read selected biographical materials
4.4.3.3 Write interesting character sketches
4.6.4 Recognize figurative language such as simile, personification, metaphor, and onomatopoeia
4.7 Writing letters
- 4.7.1 Recognize letter forms and the parts of the letter
- 4.7.2 Know how to address envelopes and fold letters properly
- 4.7.3 Employ correct form in writing letters of appreciation or thanks, apology, sympathy or condolence, invitation, acceptance, regret, and congratulations
- 4.7.4 Write business letters using correct forms such as letters of complaint, letters of inquiry or request, letter of order, and letter of application

5.1.1.1.6 Read and understand Mississippi folklore
5.1.1.1.7 Recognize the varying subject matter of authors of different ethnic backgrounds (e.g., the relationship between the author's ethnic background and his subject matter)
5.1.1.2.6 Relate the changing trends in American life to the subject matter of author (e.g., 1960's produced militant, protest literature on discrimination; 1970's produced young people's revolt on campus about Vietnam War and other matters, etc.)
5.1.1.3 Greek and Roman mythology
- 5.1.1.3.1 Understand the structure and purpose of epics
- 5.1.1.3.2 Discuss mythology as an art form
- 5.1.1.3.3 Relate mythological characters to present times

5.2.2.3 Recognize the ballad and the epic as narrative poetry
5.2.3.4 Recognize the dramatic monologue as a form of narrative poetry

5.2.4 Modern poetry
- 5.2.4.1 Distinguish between modern poetry and traditional poetry
- 5.2.4.2 Recognize the relationship of the type of poetry and the time in which it was written
- 5.2.4.3 Become familiar with modern poets of different ethnic backgrounds

5.3.1.4 Discuss the development of drama by world playwrights

5.3.1.5 Discuss the development of drama by minority playwrights

5.3.3.4 Discuss the author's motives as related to conditions in his country at the time when he wrote

6.0 Public speaking and oral communication
- 6.1 Recognize different types of speeches
- 6.2 Recognize characteristics of a good speaker
- 6.3 Practice good public speaking
- 6.4 Develop good conversation habits
- 6.5 Display skill in parliamentary procedure
- 6.6 Know good techniques for making introductions
- 6.7 Participate in panel discussions
- 6.8 Give directions, explanations, and descriptions
- 6.9 Employ listening activities such as evaluating speakers and following directions
- 6.10 Conduct interviews

7.0 Critical thinking
- 7.1 Develop awareness of current events
- 7.2 Differentiate between fact and opinion
- 7.3 Analyze news articles and reports
- 7.4 Recognize propaganda

8.0 Reading
- 8.1 Develop appreciation for the different types of reading materials (e.g., fiction, nonfiction, magazines, newspapers, etc.)
- 8.2 Develop critical reading skills
- 8.3 Recognize the value and function of the features of a book such as prefact, table of contents, indexes, and appendixes
- 8.4 Develop comprehension and speed in reading
- 8.5 Develop a desire for reading
- 8.6 Read for appreciation, enjoyment, and understanding
- 8.7 Increase vocabulary through development of specialized reading skills

LEVEL ELEVEN

1.1.1.6.4 Determine how mood is created

1.1.1.9 Differentiate between a short story and a novel

1.2.1.9 Determine organizational pattern

1.4.1.3.5 Rhyme
- 1.4.1.3.5.1 Distinguish between end rhyme and internal rhyme
- 1.4.1.3.5.2 Distinguish between masculine and feminine rhyme
- 1.4.1.3.5.3 Recognize the use of rhyme in specific poems

1.4.1.3.6 Define poetry

1.4.1.3.7 Differentiate between poetry and prose

1.4.2.4 Respond emotionally (negatively or positively) to a poem

1.5.1.9 Define Stanislavski Method

1.5.1.10 Define method acting

1.5.4.6 Distinguish experimental modern theatre from realistic theatre

1.6.1.17 Recognize the function of early utilitarian literature

1.6.3.5 Recognize the distinctions in the length of the short story and the novel

1.6.4 Mississippi writers
- 1.6.4.1 Recognize contributions of Mississippi writers to American literature
- 1.6.4.2 Recognize William Faulkner as Nobel Prize Winner
- 1.6.4.3 Recognize Mississippi's Pulitzer Prize Winners

2.1.1.5 Demonstrate ability to write description

2.1.1.6 Demonstrate ability to write narration

2.1.1.7 Demonstrate ability to write argumentation

2.1.1.8 Demonstrate ability to write exposition

2.1.4.3 Create paragraphs employing the various methods of development

2.1.5.3 Differentiate between block method and pendulum method of development

2.1.7.2.4 Define transition

2.1.7.4 Demonstrate in themes the ability to apply the qualities of a good paragraph

2.1.8 Writing poetry
- 2.1.8.1 Write original poems from verse forms
- 2.1.8.2 Demonstrate ability to write sonnets
- 2.1.8.3 Demonstrate ability to write limericks
- 2.1.8.4 Demonstrate ability to write haiku
- 2.1.8.5 Demonstrate ability to write free verse
- 2.1.8.6 Demonstrate ability to write ballads

2.1.9 Writing daily
- 2.1.9.1 Identify parts of a social letter
- 2.1.9.2 Demonstrate ability to write social letters
- 2.1.9.3 Write social letters such as friendly letters, family letters, invitations and replies, and letters of condolence
- 2.1.9.4 Identify parts of a business letter
- 2.1.9.5 Demonstrate ability to write business letters
- 2.1.9.6 Write business letters such as letters of application, order letters, letters of complaint, and letters of request
- 2.1.9.7 Demonstrate ability to take notes
- 2.1.9.8 Demonstrate ability to write directions
- 2.1.9.9 Demonstrate ability to keep records
- 2.1.9.10 Demonstrate ability to take tests
- 2.1.9.11 Demonstrate ability to complete business forms
- 2.1.9.12 Demonstrate ability to write classified ads
- 2.1.9.13 Demonstrate ability to write a telegram
- 2.1.9.14 Demonstrate ability to write for school newspaper
- 2.1.9.15 Demonstrate ability to write reports
- 2.1.9.16 Exhibit ability to improve writing style
- 2.1.9.17 Recognize a specific set of correction symbols for composition

2.2.6 Linguistic terminology
- 2.2.6.1 Recognize linguistic terminology
- 2.2.6.2 Form class words
- 2.2.6.3 Identify structure words
- 2.2.6.4 Define morpheme
- 2.2.6.5 Identify morphemes
- 2.2.6.6 Define phoneme
- 2.2.6.7 Identify phonemes
- 2.2.6.8 Define transformation
- 2.2.6.9 Identify transformations
- 2.2.6.10 Define syntax
- 2.2.6.11 Identify syntax
- 2.2.6.12 Define sentence patterns
- 2.2.6.13 Identify sentence patterns
- 2.2.6.14 Define clusters
- 2.2.6.15 Identify clusters

2.2.7 Recognize gerunds, participles, and infinitives

2.2.8 Use verbals in sentences

2.4.13 Demonstrate the ability to punctuate correctly in all written work

3.3.15 Define plagiarism

3.3.16 Demonstrate ability to use Readers' Guide

4.1.4 Oral expression
- 4.1.4.1 Demonstrate ability to make clear oral presentations of such items as themes, reports, or short story analyses to the class
- 4.1.4.2 Demonstrate ability to express opinions and "think under pressure" during oral reports
- 4.1.4.3 Demonstrate proper pronunciation of words
- 4.1.4.4 Demonstrate proper enunciation of words
- 4.1.4.5 Participate in group discussions
- 4.1.4.6 Demonstrate knowledge of parliamentary procedure

4.2.3.1.3 Define propaganda

4.2.3.1.4 Identify seven classical propaganda devices

LEVEL TWELVE

1.1.3.3 Distinguish between verbs and verbals

1.2.4.2.11 Explain how each of the six tenses is formed

1.2.5.9 Rewrite sentences in which the antecedent of the pronoun is ambiguous or not clearly understood

1.3.1.1.8 Demonstrate an understanding of any other use of the comma previously learned

1.3.1.12 End punctuation
- 1.3.1.12.1 Use periods correctly at the end of declarative and imperative sentences, as well as after initials and abbreviations
- 1.3.1.12.2 Use question marks and exclamation points appropriately at the end of interrogative and exclamatory sentences
- 1.3.1.12.3 Use exclamation point after interjections

1.3.2.10 Illustrate the rule for capitalizing the first word of a direct quotation

2.5.5.3.5 Identify methods of indirect delineation of character available to the writer

3.1.3.4.3 Demonstrate ability to create effect through the use of variety in sentence structure

3.3.4 Manuscript form in hand written communication
- 3.3.4.1 Use appropriate ink and paper
- 3.3.4.2 Write on only one side of the paper
- 3.3.4.3 Leave adequate margins at top, bottom, and sides of the paper
- 3.3.4.4 Use hyphens and correct syllabication to avoid crowding words at the ends of lines
- 3.3.4.5 Center the title on the first line of the first page
- 3.3.4.6 Use correct capitalization in the title
- 3.3.4.7 Use punctuation after titles only if question marks or exclamation points are needed
- 3.3.4.8 Use quotation marks or italics (underlining) with the title only if it is a direct quotation or a title borrowed from another work
- 3.3.4.9 Use proper spacing between the title and the text of the paper
- 3.3.4.10 Indent consistently the first line of each paragraph
- 3.3.4.11 Number each page after the first page using arabic numerals
- 3.3.4.12 Write legibly

3.3.5 Manuscript form for typed communication
- 3.3.5.1 Know the typing rules pertinent to manuscript form which are required for that kind of communication (theme, business letters, etc.)
- 3.3.5.2 Apply rules pertinent to manuscript form in typing a theme, a business letter, etc.

4.1.1.4 Know the method used for arranging fiction books

4.1.1.5 Know the methods used for arranging biographies (if they are separated from other nonfiction books)

4.1.4.3 Distinguish between open stacks and closed stacks

4.2.2.4 Recognize difference between unabridged and abridged dictionaries

4.3.4.5 Construct a note card which combines a direct quotation with a paraphrase

4.3.6.5 Construct a topic outline

4.3.6.6 Construct a sentence outline

4.3.7.8 Identify the kinds of information which require footnotes in a research paper

4.3.10.6 Illustrate the correct method for quoting lines of poetry within a sentence

7.3.3 Discuss the circumstances which may have led to the development of the various branches of the Indo-European language

WORLD LITERATURE

1.2.4 Indian drama: "Shakuntala," by Kalidasa
- 1.2.4.1 Know the plot, characters, and theme of the play "Shakuntala"
- 1.2.4.2 Discuss Hindu mythology as a philosophical basis of the play "Shakuntala"

CREATIVE WRITING

No additional competencies were contributed.